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ABSTRACT

The first 16 pages of the report describe the development of the day care administrator training project. They describe: the identification of 32 areas of administrative skill which the curriculum focuses on; the organization of the curriculum along Gagne's model through a task analysis of the terminal, enabling, and teaching objectives; and the development of instructional materials on the basis of cognitive organizers, that is, comprehensive, systematic statements of major learning constructs. The remainder of the report consists of appendixes: brief sample project visitation reports and a summary of results of a letter survey; a lengthy curriculum document, which for each of the 32 skill areas lists tasks, conceptual skills and knowledge, and possible training sources; a curriculum task analysis, which for 10 basic administrator skills specifies educational purposes, learning experiences, continuity and sequence and integration of skills, evaluation of learning experiences, and program evaluation; and teaching-learning transactions for the interpretive function, which contain a curriculum task analysis, a cognitive organizer, and teaching-learning transactions. (JR)

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Final Report

Day Care Administrator Training Project
Office of Child Development Number OCD-CB-333

University of Wisconsin Extension
Center for Extension Programs in Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Project Staff

Joan Brenner
Andrew Gitlin
Albert Holmquist
Hickory Hurie
Lynne Koester

Secretary

Barbara Durst

June 30, 1973

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The goals of the first year of the Day Care Administrator Training Project were:

1. To identify the skills and knowledge required to be an effective day care administrator,
2. To organize these for teaching, and
3. To develop educational materials which would allow persons functioning as or aspiring to be day care administrators to acquire the skills and knowledge identified.

The remainder of this report will be organized around (a) the processes and (b) the outcomes of each of these separate activities.

I. Identifying Skills/Knowledge

The essential problem of this phase of the operation was to generate as comprehensive a list of administrator behaviors as possible. Five separate processes were utilized to do this.

A. Staff selection:

1. One staff person hired is a practicing day care administrator. He was assigned the task of listing all behaviors expected of him over a two month period of time. In addition, he was asked to list others he felt were desirable. (Hickory Hurie)
2. One staff person is a practicing day care teacher. She was asked to list the behaviors she had either seen in a director or thought were desirable. (Lynne Koester)
3. One staff person has had a number of experiences in day care ranging from center organization to college teaching about day care. She was assigned the task of scouring the country for programs in day care administration, for requesting information from them, and for holding discussions with leaders in the day care movement to identify critical behaviors. (Joan Brenner)
4. One staff person is a graduate student in educational administration. He was assigned the responsibility of conducting interviews with all possible people in the academic department to get from them a list of behaviors deemed necessary for effective day care administration. In addition this student had the skills requisite to pull out a complete ERIC information search. He was assigned this task. (Albert Holmquist)

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to pursue areas of special interest.

E. Telephone contacts.

Contacts were made with a number of persons (state supervisors, for example) to explore ideas.

As a result of these efforts, a basic curriculum document (Appendix III) was prepared. To accommodate the diverse sources and kinds of information obtained, it was decided to break information into three categories:

1. Areas of information,
2. Tasks (within areas),
3. Concepts, Skills, Knowledges (within tasks).

In addition, for purposes of staff communication only, two other columns were added:

4. Possible Training Sources (as a way to guide fellow staff members to important materials), and
5. See Also. This column was a basic cross-referencing tool. Again, it was designed for staff use, only.

The curriculum resulted in the identification of thirty-two areas in which day care administrators are expected to function. These were further subdivided into one hundred and twenty-two tasks which the administrator is required to perform. Finally, these tasks required the acquisition of several hundred concepts, skills, and knowledges to do the job effectively.

This document was submitted to a panel of three consultants for review and addition:

1. Pat Murphy, Office of Child Development, Dallas, Texas
2. Peter Sauer, Bank Street College, New York
3. Ida Bucher, Pacific Oaks College, California

Each reacted to the documents separately providing input and criticism throughout.

It was impossible to develop educational materials on all 32 areas simultaneously. Therefore, a list of the most important areas was developed and staff members assigned to areas on the basis of ability, interest, or background:

	Area	Person
1.	Educational Program/Curriculum Development	Lynne Koester
2.	Child Development	Lynne Koester
3.	Governance	Joan Brenner
4.	Legal	Albert Holmquist
5.	Fiscal	Hickory Hurie
6.	Plant	Joan Brenner
7.	Staff Development	Robert Clasen
8.	Continuity and Direction	Hickory Hurie
9.	Interpretation	Robert Clasen
10.	Administrative Theory	Albert Holmquist

For the remainder of the project year, then, these specialty areas were assigned to each person. At this point the task of identifying the curriculum was concluded. The next step was that of organizing the curriculum into teachable categories.

II. Organizing the Curriculum for Teaching

As was clear from the first year proposal, the process for organizing the curriculum for teaching was to be Gagne's model for curriculum development. According to this model, the desired behavior, skill or knowledge is specified in observable terms. This is called a terminal objective. What follows is a logical process called curriculum task analysis (see Figure 1). In curriculum

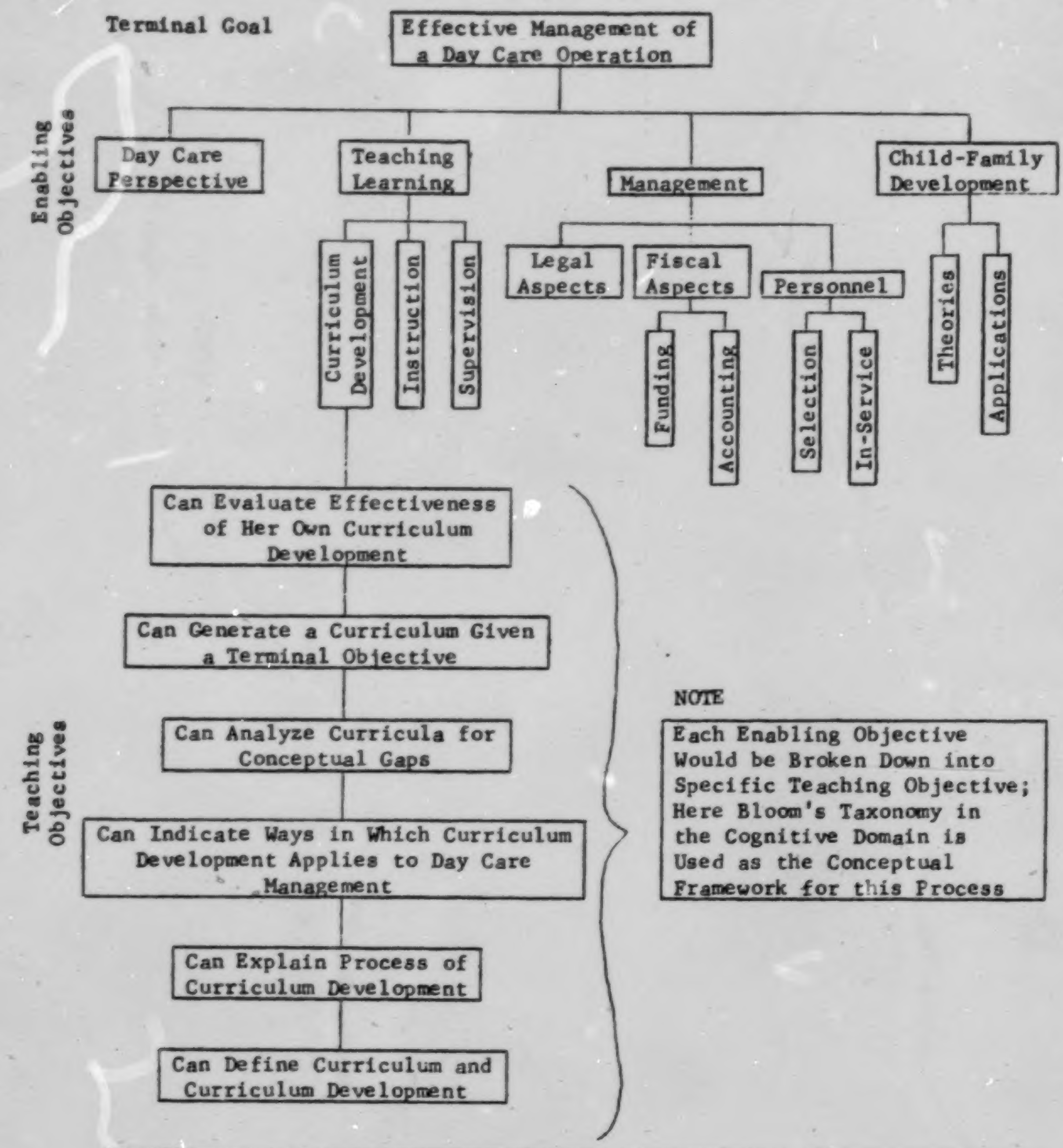
Terminal Goal
Effective Management of a Day Care Operation
Enabling Objectives
Day Care Perspective
Teaching Learning
Management
Child-Family Development
Curriculum Development
Instruction
Supervision
Legal Aspects
Fiscal Aspects
Personnel
Funding
Accounting
Selection
In-Service
Theories
Applications
Teaching Objectives
Can Evaluate Effectiveness of Her Own Curriculum Development
Can Generate a Curriculum Given a Terminal Objective
Can Analyze Curricula for Conceptual Gaps
Can Indicate Ways in Which Curriculum Development Applies to Day Care Management
Can Explain Process of Curriculum Development
Can Define Curriculum and Curriculum Development
NOTE
Each Enabling Objective Would be Broken Down into Specific Teaching Objective; Here Bloom's Taxonomy in the Cognitive Domain is Used as the Conceptual Framework for this Process

Figure 1: A partial example of possible results of the Curriculum Task Analysis.

task analysis, the terminal objective is broken down into component parts called 'enabling objectives'. These are then broken down into a sequence of teaching objectives. In accomplishing this last step it is frequently helpful--but not necessary--to use some sort of taxonomy of educational objectives such as Bloom's taxonomy in the cognitive domain or Krathwohl's in the affective domain.

Figure 2 is an example of a completed curriculum task analysis--this one concerned with staff development and supervision. Once the curriculum task is completed and reviewed, the essential curriculum work is finished. From this point, the efficacy of the curriculum development process can be checked empirically. Changes in the curriculum sequence can and should be made on the basis of try-out for one of two reasons:

1. Learning: If students are unable to acquire the appropriate skill, learning has not occurred and the sequence should be reviewed. (The instructional materials should also be reviewed, but that is a separate issue.)
2. Relevance: If students acquire the behavior but a) cannot use it in their work or b) do not use it in their work, then the relevance of the learning is suspect. Rather than throw out the construct completely, a follow-up should be done to determine whether the behavior is still desirable with a few new characteristics added. If not desirable, the behavior and the sequence should be discarded.

Curriculum task analyses for all of the "areas" developed can be found in Appendix IV.

VII. SUPERVISION, STAFF DEVELOPMENT

The director will be able to organize a comprehensive staff development program such that progress toward reaching the goals and objectives of the center is made in an effort which possesses continuity and which focuses upon maximum development of the individual staff members within the context of child/family benefit.

	A	B	C	D
	TASKS/ROLES	JOB DESCRIPTIONS/ CAREER LADDERS	ORGANIZATIONAL PATTERNS	MANAGEMENT OF OBJECTI
6	The director will evaluate his role descriptions in terms of feasibility and utility.	The director will evaluate his career ladders and job descriptions in terms of interrelatedness, internal consistency, comprehensiveness, and compatibility.	The director will assess his own grids (communication/ administration) in terms of efficiency and effectiveness of operation.	The director will evalua own system against crite M.B.O. (specificity, com siveness) and develop a for monitoring the impac M.B.O. on his day care c
5	Given goals and objectives for the center, the director will be able to identify all of the tasks to be performed and to divide them into roles.	The director will prepare a comprehensive set of job descriptions and career ladders for his own center.	The director will prepare a model communicative/administrative network for his own day care organization or one he intends to build.	The director will propos M.B.O. system (including service, format, and nur for his own day care ope
4	The director will analyze extant role, task statements to identify those which seem appropriate to his operation and to further identify those tasks, roles in his operation for which no such statements exist.	Given job descriptions and career ladders, the director will identify those which appear relevant to his own use and identify others which need to be developed.	Given examples of communicative/administrative grids, the director will analyze them in light of the requirements of such grids for effective and efficient administration and communication.	Given examples of M.B.O. M.B.O. systems the direc will choose a system and style which can most app priately be used in his care setting.
3	The director will locate descriptive statements of tasks and roles available at day care centers of various sizes and interests.	The director will find job descriptions and career ladders for day care centers of varying complexity.	The director will find examples of communicative/administrative grid patterns in organizational settings including day care.	The director will find e of M.B.O. contracts in e tion fields related to e childhood education.
2	The director will be able to cast the distinction between tasks and roles into his own terms and establish child-family oriented criteria for examining task-role definitions.	The director will be able to indicate the nature and necessity of "job description" and "career ladders" in his own terms and establish child-family oriented criteria for evaluating job descriptions and career ladders.	The director will be able to indicate the requirements of and need for an articulated administrative (dir./staff) communicative (responsibilities) grid pattern in his own terms.	The director will discus pros and 3 cons of M.B.O his own terms (one of wh is to include mention of effect of M.B.O. on chil and families).
1	The director will be able to define tasks and roles.	The director will be able to define the terms "job description" and "career ladders" and relate 3 reasons why they are necessary in any organization.	The director will be able to indicate the requirements of and need for an articulated administrative/communicative grid.	The director will be abl articulate the basic ele of a management by objec contract and articulate reasons for engaging in a practice in terms of s development.

Figure 2. A complete task analysis for the staff development function of administration.

MENT

The director will be able to organize a comprehensive staff development program such that progress toward reaching the goals and objectives of the center is made in an effort which possesses continuity and which focuses upon maximum development of the individual staff members within the context of child/family benefit.

B	C	D	E
JOB DESCRIPTIONS/ CAREER LADDERS	ORGANIZATIONAL PATTERNS	MANAGEMENT OF OBJECTIVE	IN-SERVICE
The director will evaluate his career ladders and job descriptions in terms of interrelatedness, internal consistency, comprehensiveness, and compatibility.	The director will assess his own grids (communication/administration) in terms of efficiency and effectiveness of operation.	The director will evaluate his own system against criteria for M.B.O. (specificity, comprehensiveness) and develop a system for monitoring the impact of M.B.O. on his day care operation.	The director will evaluate his own in-service design against the criteria of adequacy he has established.
The director will prepare a comprehensive set of job descriptions and career ladders for his own center.	The director will prepare a model communicative/administrative network for his own day care organization or one he intends to build.	The director will propose an M.B.O. system (including in-service, format, and purpose) for his own day care operation.	The director will develop a model in-service program for his own operation (identifying resources, weaknesses, establishing goals, setting up adequate time, experiences for training to take).
Given job descriptions and career ladders, the director will identify those which appear relevant to his own use and identify others which need to be developed.	Given examples of communicative/administrative grids, the director will analyze them in light of the requirements of such grids for effective and efficient administration and communication.	Given examples of M.B.O. and M.B.O. systems the director will choose a system and a style which can most appropriately be used in his day care setting.	Given examples of in-service programs for staffs in early childhood settings the director will analyze them in terms of the criteria he has established for effective in-service.
The director will find job descriptions and career ladders for day care centers of varying complexity.	The director will find examples of communicative/administrative grid patterns in organizational settings including day care.	The director will find examples of M.B.O. contracts in education fields related to early childhood education.	The director will identify the key staff strengths, any resources which can be used in his own in-service program and will identify key weaknesses against which these can be pitted (force field analysis).
The director will be able to indicate the nature and necessity of "job description" and "career ladders" in his own terms and establish child-family oriented criteria for evaluating job descriptions and career ladders.	The director will be able to indicate the requirements of and need for an articulated administrative (dir./staff) communicative (responsibilities) grid pattern in his own terms.	The director will discuss 3 pros and 3 cons of M.B.O. in his own terms (one of which is to include mention of effect of M.B.O. on children and families).	The director will identify at least 3 ways in which in-service programming might benefit his operation and will establish criteria for effective in-service programming.
The director will be able to define the terms "job description" and "career ladders" and relate 3 reasons why they are necessary in any organization.	The director will be able to indicate the requirements of and need for an articulated administrative/communicative grid.	The director will be able to articulate the basic elements of a management by objective contract and articulate 3 reasons for engaging in such a practice in terms of staff development.	The director will define in-service programming as a vehicle for improving the quality of his day care operation.

sk analysis for the staff development function of administration.

III. Developing Instructional Materials

Having completed the curriculum task analyses, it is appropriate to turn to the development of instructional materials to accomplish the objectives specified in that analysis. Recall that Figure 2 was divided into columns (lettered from A to E) and rows (numbered from 1 to 6). A . . . E represent subskills required by the terminal objective. 1 . . . 6 represent levels of knowing or skills within each of the subskills.

Instructional materials should be developed to allow learners to progress steadily from A - 1 to A - 6, B - 1 to B - 6 and so on to E - 6. At the 5 level in each column, learners are required to produce a relevant product. At the 6 level they are asked to proofread their own behaviors. Theoretically, if students possess all of the skills required at the 6 level, they will be able to exhibit the construct of behavior, skill or knowledge required by the terminal objective.

According to recent learning theory, the acquisition of a behavioral construct is more likely to occur when the student has clearly in mind the exact nature of this construct. To accomplish this mind setting, research has suggested the development of cognitive organizers. A cognitive organizer is a comprehensive, systematic statement of the construct to be acquired. It is written at a level of abstraction slightly beyond the behavioral specifics. At times the organizer is placed before the body of material to be learned; it is then called an "advanced" organizer. When it comes after the material to be learned it is called a "post" organizer.

Because the curriculum task analysis process is one of dividing material into comprehensible sub-units, it was decided to prepare cognitive organizers for each of the major constructs to be learned. In addition, it was decided to develop slide tape presentations of all of the cognitive organizers so that additional auditory and visual cues might be utilized by the learner in compiling and organizing the vast amount of information being made available to him.

The next few pages (Insert I) contain the cognitive organizer for the staff development unit. Comparison of this material with the curriculum task analysis in Figure 2, page 7, will reveal a one to one correspondence between the subelements of the task analysis and the construction of the organizer.

Once the task analysis and the organizer are completed it is possible to begin the development of teaching-learning-transactions. Teaching-learning-transactions are instructional packages which allow individuals to acquire relevant skills.

One learning package could be developed for each level of each subskill, that is, for each teaching objective. Or one package could be developed for each enabling objective. The exact number of packages (teaching-learning-transactions) required to teach any objective is an empirical question which can be answered only through a try-out of the materials in a teaching-learning situation.

One example of a complete set of teaching-learning transactions (that for the interpretive function) is included with this report as Appendix V. Appendix V also contains the curriculum task analysis and the cognitive organizer for this construct.

Other teaching-learning-transactions for the nine areas listed elsewhere in this report are available and two copies of all materials including the slides and tapes for the advanced organizers have been sent to the Office of Child Development under separate cover.

INSERT I

Cognitive Organizer for the Staff Development Unit

Advanced Organizer

VII. SUPERVISION, STAFF DEVELOPMENT

Day Care Administrator Training Project
Office of Child Development Number OCD-CB-333

University of Wisconsin Extension
Center for Extension Programs in Education

by

Robert E. Clasen, Associate Professor
Extension Education

One of the more difficult aspects of administration is the need to cope with the variety of efforts and talents represented by the persons who staff the various program thrusts both professionally and non-professionally. And while it is true that there is a certain commonness to the way several persons might enact a role such as that of the 'teacher', it is also true that variations within the enactment of each subset of the role is the rule. It is the task of the administrator to orchestrate the entire operation in terms of tasks, roles, and careers, to harmonize these into effective and efficient administrative and communicative patterns and then to conduct the day to day business of the operation so as to maximize individual growth and development within the context of efficiency and effectiveness of operation and within the context of child and family benefit.

To do all of this, the administrator will need to have performance capability in five related areas:

1. The specification of operational tasks and development of roles.
2. The writing of job descriptions based upon task/role statements and the leveling of tasks and roles into career patterns.
3. The development of communicative and administrative grid systems.
4. The enactment of a supervisory program to assist individuals meet their unique and corporate goals, and
5. The organization of an in-service program which will facilitate the administrator's effort to accomplish all of this.

The need for and nature of each of these competencies will be discussed, in overview, here. Exercises for the acquisition of these skills are provided in the appropriate learning packages.

Task Delineation and Role Description

Noone does day care. What anyone does who works in a day care setting are a number of specific, definable activities. Listing these activities in an exhaustive but no-overlapping list is one way of doing a task analysis. Once a comprehensive list has been generated, its elements may be combined into similar content categories. Each of these categories can represent a task to be accomplished. Finally a group of tasks which are not mutually incompatible can be compiled into a role description or an individual "job".

Another way of achieving the same result is to start with the jobs available in a given center. There may be a "teacher job", a "director job", an "aide job", or a "cook's job". In smaller operations these are all manned by the same person. Once the "jobs" have been listed, it is possible to divide them into tasks. A cook "plans menus", "orders provisions", "prepares meals", "teaches about nutrition", and "cleans up". She may do any of these alone or in consort with others including the director, the teacher, the children, the family, or external agents such as the local health board.

Once a listing of tasks within jobs is complete it is possible to subdivide them into units which require discrete bits of knowledge which can be learned by the role encumbent. For example, ordering provisions may be divided into:

1. Pricing
2. Commodities
3. Placing the order
4. Checking-in the order
5. Appropriate food storage.

Once such a comprehensive list is generated, whether by the first method or the second, one has a list of tasks and roles which define that which occurs in day care in an operational way.

Job Descriptions and Career Ladders

Such a listing is crucial to the writing of job descriptions which can be used in the recruitment and supervisory aspects of day care administration. A job description is a comprehensive listing of the tasks and sub-tasks assigned to any individual taking into account the complexity of the day care organization. A single job description may cut across many roles: a teacher may also cook, keep records, and drive bus. It is quite clear, that the exact nature of what the person is getting into must be a documented part of the screening process. Certainly one who has hired on "to teach" has justifiable grievance when sent out to drive a bus as well.

And no job should be a one-way, dead end street. It should be possible for individuals to grow on the job educationally, in terms of responsibility, and in terms of rewards. One way to assure this is to organize jobs into "career ladders". A career ladder is a hierarchical listing of jobs available within an institution. Each job higher up the ladder contains the prerequisites of all jobs lower on the ladder and some unique to the role itself. See Figure 1 on page 4. Each of the six steps in this hierarchy should carry unique as well as accumulative responsibilities. Each step should also be rewarded at a correspondingly higher level of salary comensurate with the responsibility and educational requirements of the job.

Organizational and Communication Patterns

Another administrative necessity, once tasks have been enumerated and structured into roles is to plan for the interfacing of people as they execute the roles. This should be done in two forms:

1. In terms of lines of authority (who can tell whom what to do [in the crunch]) and
2. In terms of communication lines.

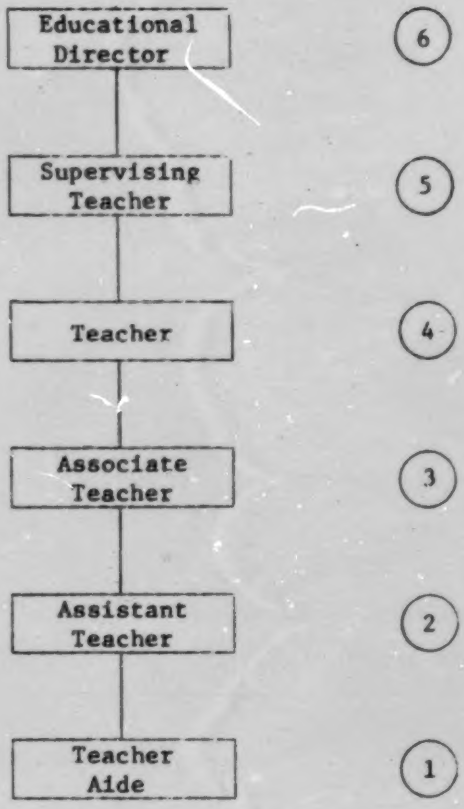
Educational Director
6
Supervising Teacher
5
Teacher
4
Associate Teacher
3
Assistant Teacher
2
Teacher Aide
1

Figure 1. A career ladder for the teaching position.

As people begin to interact in the accomplishment of tasks they frequently find that their personalities and styles, while well suited to their particular job, may not be perfectly suited to the mix required of common task accomplishment. The result is that, without clear guidelines in terms of authority and communication, that a dynamic akin to the survival of the fittest may ensue. And while such a dynamic usually results in the ascendancy of the aggressive, such a result may not be completely desirable in terms of families, children, or goal accomplishment.

For these reasons, the day care administrator will want to formalize and therefore routinize as many of the transactional patterns as possible. There should, of course, be room for deviance under appropriate conditions--and also provisions for intermittent review of the ground rules. Such deviances and reviews permit genuine disatisfactions and needs to arise in ways which do not sabotage the operation of the center.

Management by Objective

One tasks, roles, job descriptions, career ladders, and organizational patterns have been determined, the relatively static portion of administration of program is complete and the dynamic part of breathing action into the plans begins. It is in this aspect of administration that the administrator attempts to bring out the maximum potential perceived in each individual as he was hired for completion of appropriate roles and tasks. No person has ever performed any job so perfectly that he couldn't be helped to improve himself.

One of the best-defined strategies for establishing a helping relationship in a self-supervision situation is management-by-objective (MBO).

Management by objective is exactly what its name implies. The crucial variable in MBO is the objective. Once agreement has been reached on an objective to be obtained in a performance area, the administrator and "worker" strive together to see that it is accomplished.

MBO consists of a step process:

1. Mutual setting of performance objectives and review criteria.
2. Delineation of appropriate support mechanisms and behaviors.
3. Provision for progress monitoring and review.

In MBO there is little room for misunderstanding in either the content or the intent of supervision.

In-Service

The final component of a comprehensive staff development program is the enactment of a need-satisfying in-service program. In-service education is an attempt on the part of the administration to help people to become what they need to be in order to be personally and institutionally successful.

In-service education should be predicated upon a needs assessment which notes discrepancies between staff developmental status and the needs of the program. The mechanisms for providing in-service programming will vary, but once training needs have been identified, the training may be as close as a fellow staff member or as far away as the state office or university.

The critical aspect of in-service programming is that it must be a viable attempt to satisfy a programmatic need.

APPENDIX I

Sample Product from a Visitation

DAY CARE ADMINISTRATOR TRAINING PROJECT

MEMO TO: Day Care Team

FROM: Robert E. Clasen

RE: Minnesota Trip Results

Here are the categories of administrative behavior generated in Minneapolis:

1. The ability to translate general program goals into plans for day to day operations:
    a. proposal - goal writing
    b. analysis of models
    c. ability to select among alternatives
2. Program planning.
3. Developing a curriculum.
4. Coordinate various licensed home family centers.
5. Training (adult education skills) of board, staff, and auxiliaries.
6. Ability to modify curriculum in terms of diagnosed needs of individuals.
7. Ability to locate training resources for home family centers.
8. Artistic and creative administrative abilities.
9. Supervisory skills.
10. Knowledge of legal details.
11. How to figure taxes, social security, fixed and indirect costs.
12. Knowledge of funding requirements.
13. Political "savvy" -- How to get county, state, federal clout, i.e., how to organize for power.
14. How to maintain a sense of humor.
15. How to define admission procedure.
16. How to write reports.
17. How to delegate authority/responsibility so as to allow people to grow.
18. Group work skills (marriage therapy).
19. Social work skills (how people function, hurt, get organized).
20. Community organization skills (parents as resources, sources of power).
21. How to do a needs assessment.
22. Ability to diagnose the special needs of children.
23. Public information and education.
24. Knowledge of policies, legislation, and standards.
25. Knowledge of how to get into the process of affecting the establishing of standards.
26. Management of food services.
27. Legal aspects.
28. Know "how" to involve parents.
29. Administrative processes (regardless of content).
30. Knowledge of child development (stages).

31. Knowledge of classroom practices:

    a. creating a learning environment
    b. teaching practices
    c. use of materials, space
    d. use of physical environment.

32. Knowledge of decision-making models, processes, and skills.
33. Evaluation skills and knowledge.
34. Personnel recruitment, selection, "due process", "affirmative action", dismissal processes, policies.
35. How to fudge a budget.
36. Determination of per diem costs per child.
37. How to cut a budget without cutting program.
38. Personal communication skills.
39. Relating skillfully to:

    a. parents
    b. staff
    c. community.

40. Writing measurable objectives.
41. Identification of community resources needs (What's there? What isn't there?)

    a. social
    b. economic
    c. educational.

42. Ability to express policies clearly -- unequivocably.
43. Ability to stay abreast of and to use the dynamics of a changing society -- women's lib.

SECTION II

We then took SUPERVISORY SKILLS and tried to break it into its component parts:

A. Knowing techniques for being boss without being bossy.
B. Being able to define goals and objectives clearly.
C. Ability to help people self-supervise, i.e., to proofread their own behaviors.
D. How to supervise parents, i.e., communicate rules sufficiently clearly.
E. Understanding and relating to people.
F. Communicating effectively.
G. Creating a climate of commitment to the task and individual jobs.
H. The process of relating to staff:

ways {
1. consulting (co-problem solving)
2. teaching (demonstrating, informing)
3. use of authority

I. Knowing how to listen.
J. Knowing how to arbitrate.
K. Knowing skills of conflict resolution.
L. How to make suggestions so that others "own" them.
M. How to co-rectify task, responsibility, authority, and salary.
N. Evaluation skills.
O. The giving of instructions and messages.
P. How to supervise without making the supervisee feel small
Q. How to accept other's ideas and use them to accomplish a goal.
R. Know when/how to use positive and negative sanctions available.
S. Knowing how/when to delegate authority and responsibility to others.
T. Helping staff to understand those things amenable to change -- now -- and those things which are not -- now -- because of their legal, contractual, or policy-wise matters.
U. Professional ethics -- confidentiality.

In general it was a very productive meeting. The 10 people who attended the meeting seemed glad to be there and to contribute ideas.

They also made several suggestions as to how to handle the training in phase II -- the most basic of which was to be sure that 'credit' could be offerred for the training -- interesting.

[redacted]

APPENDIX II

Summary of the Results of the Letter Survey

REPORT SUMMARY OF OPEN ENDED RESPONSES

Described own program-14
Recommended books-8
Told about formal courses they attended-7
Described conferences/workshops attended-3

Specific Things to Include in Our Curriculum

Know laws and regulations-5
How to complete required forms-2
Finding out about money, grants available-2
Where to find resources (general)-3
Insurance programs-2
Nutrition-4
Health-2
Safety-2
Laundry-1
Long day problems-1
How to select, recruit staff-2
How to train staff, develop training programs-3
How to relate to staff, personnel management-3
How to supervise staff-1
How to direct volunteers-1
Relationship to board-1
How to get proper people on board-1
Establishment of director guidelines-1
Community relations-1
Parent relations, parent involvement-2
Budget construction-2
Budget management-2
Keeping books-2
Accounting-1
Statistics-2
Courses in: Child Psych.-1
    Human Development-1
    Music-1
    Speech Defects-1
    Philosophy-1
    The Handicapped-1

Described Personal Qualities for Director

Pleasant-1
Zeal-1
Interest-1
Ability to articulate own theories-1
Reduce philosophy ⟷ practice disparity

Described Conditions Necessary for Children

Need better materials-1
Need alone times-1
Need good emotional climate-2
Discipline-1
Association skills-1
Need good curriculum (general statement)-4
Realize children are flexible, anxious to learn-2
A step by step curriculum-1

How To Go About Our Job

Trail and error-1
On the job training, apprenticeship-3
College credit-1
Sharing-1
Visiting centers-1

APPENDIX III

Curriculum Document

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TRA
I. Legal Aspects	A. Needs to keep a safe place	1. Knows appropriate state, municipal regulations and codes	Sta man cod
		2. Can apply regulations to his operation	
		3. Understands fire and accident hazards and potentials	Loc tor
		4. Knows to provide adequate maintenance to avoid these hazards	Pet Ch
		5. Can relate to local enforcement officials in a cooperative fashion	
		6. Obtains necessary and adequate insurances	Ins pe ma
		7. Is familiar with workmen's compensation laws	Gu

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Needs to keep a safe place	1. Knows appropriate state, municipal regulations and codes	State/local manuals and codes	
	2. Can apply regulations to his operation		
	3. Understands fire and accident hazards and potentials	Local inspectors	--Plant --Budgetting
	4. Knows to provide adequate maintenance to avoid these hazards	Petersen text Chapter 6	
	5. Can relate to local enforcement officials in a cooperative fashion		
	6. Obtains necessary and adequate insurances	Insurance people, manuals	
	7. Is familiar with workmen's compensation laws	Guidelines	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRA
I. Legal Aspects	B. Needs to comply with funding requirements	1. Can read, write, funding documents 2. Can read legal documents 3. Ability to write performance contracts with government officials 4. Lobbying and lobbyists 5. Aware of Department of Social Services regulations concerning ADC payments, purchase of care, misuse, fraud	OEC Loc Org Rus Fou Pub New Kno str inf pec Leg rec cha Gov Cir Pet Cha

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Needs to comply with funding requirements	1. Can read, write, funding documents 2. Can read legal documents 3. Ability to write performance contracts with government officials 4. Lobbying and lobbyists 5. Aware of Department of Social Services regulations concerning ADC payments, purchase of care, misuse, fraud	OEO Guidelines Local Phil. Organizations Russell Sage Foundation Public Records Newspaper Knows power structure, influential people Legislative records (and changes) Government Circulars Petersen Text Chapter 4	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TRA
I. Legal Aspects	C. Needs to operate within constraints of due process	1. "Due process" familiar with relevant cases	
		2. Knows the legal nature of contracts (time, salary, breach, termination, other agreements)	Pet Cha
		3. Can write a contract	
		4. Knows relevant certification requirements	Lic Ag
		5. Understand the legal rights of workers	
		6. Understand the legal responsibilities of the administrator role	
		7. Can write interpretable job descriptions	La La
		8. Is willing to use legal counsel	Loc
		9. Knows role relationships and the concept of administrative functions	Int and ant -- --S
		10. Knows applicability of tenure laws	-- --H --C c
		11. Knows, establishes dismissal processes	-- --S Te

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Needs to operate within constraints of due process	1. "Due process" familiar with relevant cases		
	2. Knows the legal nature of contracts (time, salary, breach, termination, other agreements)	Petersen Text Chapters 3, 15-18	
	3. Can write a contract		
	4. Knows relevant certification requirements	Licensing Agencies	
	5. Understand the legal rights of workers		
	6. Understand the legal responsibilities of the administrator role		
	7. Can write interpretable job descriptions	Lawyers/ Law Schools	
	8. Is willing to use legal counsel	Local moves	
	9. Knows role relationships and the concept of administrative functions	Into on Federal and local guarantees --Workmen's Comp --Social security	
	10. Knows applicability of tenure laws	--Retirement plans --Hospitalization --Grievance procedures	
	11. Knows, establishes dismissal processes	--Vacation days --Schedules Teacher's unions	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
I. Legal Aspects	D. Needs to preserve rights of students	1. Rights of students to attend	Pe Ch
		2. Precautions necessary to attendance (health, cleanliness)	
		3. Segregation	
		4. Religious practices allowable	
		5. Limitations/prohibitions re: corporal punishments	Cl St
		6. Understands limits of childrens' abilities to cope and understand	Ch me
		7. Insurance protection afforded for:	In Co Le
		a. Individual	
		b. Agency	
		8. Can clearly define areas of pupil mobility, activity	
		9. Can clearly define supervising task and responsibility	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Needs to preserve rights of students	1. Rights of students to attend	Petersen Text Chapters 11-13	
	2. Precautions necessary to attendance (health, cleanliness)		
	3. Segregation		
	4. Religious practices allowable		
	5. Limitations/prohibitions re: corporal punishments	Clergy State laws	
	6. Understands limits of childrens' abilities to cope and understand	Child Development Courses	
	7. Insurance protection afforded for:	Insurance Consultant Legal Consultant	
	a. Individual		
	b. Agency		
	8. Can clearly define areas of pupil mobility, activity		
	9. Can clearly define supervising task and responsibility		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TRA
I. Legal Aspects	E. Needs to know rights as a consumer of services and products	1. Choice of selection of commodity	
		2. Understanding of contracts to purchase	Cat
		3. Decisions on cost/ quality	Leg
		4. Responsibility to stay within costs specified	
		5. Guarantees, warranties	
		6. Legal recourses	
		7. Willingness to complain	
		8. Knowing "worth" of products, services	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Needs to know rights as a consumer of services and products	1. Choice of selection of commodity		
	2. Understanding of contracts to purchase	Catalogs	
	3. Decisions on cost/ quality	Legal Counsel	
	4. Responsibility to stay within costs specified		
	5. Guarantees, warranties		
	6. Legal recourses		
	7. Willingness to complain		
	8. Knowing "worth" of products, services		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TRA
I. Legal Aspects	F. Need to recruit legal help as a basic community resource		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Need to recruit legal help as a basic community resource			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TRA
I. Legal Aspects	G. Capable of writing (having written)/understanding contracts and sub-contracts		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Capable of writing (having written)/understanding contracts and sub-contracts			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
I. Legal Aspects	H. Must have a basic legal vocabulary to do A-G.		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Must have a basic legal vocabulary to do A-G.			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
I. Legal Aspects	I. Knows the legal basis of education	1. Is able to find and read relevant laws, statutes, administrative regulations, at levels which affect operation of the center	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Knows the legal basis of education	1. Is able to find and read relevant laws, statutes, administrative regulations, at levels which affect operation of the center		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAI
I. Legal Aspects	J. Needs to know the legal relationships and responsibilities to and from the board	1. Knows board corporate statutes within states and process for use	Stat Corp Memb
		2. Sets policies with legal implications	Uses Coun
		a. Contracts	
		b. Job Descriptions	
		c. Hiring, Firing	
		d. Funding	
		e. Dispersal of Money	
		3. Fee Collection	
		4. Adequate reportage of these functions	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
eeds to know the legal rela- ionships and responsibilities o and from the board	1. Knows board corporate statutes within states and process for use	State Manual on Corporate Membership	
	2. Sets policies with legal implications	Uses of Legal Counsel	
	a. Contracts		
	b. Job Descriptions		
	c. Hiring, Firing		
	d. Funding		
	e. Dispersal of Money		
	3. Fee Collection		
	4. Adequate reportage of these functions		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TRA
I. Legal Aspects	K. Community: legal obligations to and from the agency	1. What to do in time of disaster	"Kn Pam
		a. CD	Lea Vot
		b. Police/Fire	Leg
		c. Hospital	Sta Con
		d. Ambulance	
		2. When confidential records may be examined	
		3. When involved in funding, need to know legal constraints	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Community: legal obligations to and from the agency	1. What to do in time of disaster a. CD b. Police/Fire c. Hospital d. Ambulance 2. When confidential records may be examined 3. When involved in funding, need to know legal constraints	"Know Your City" Pamphlet League of Women Voters Legal Counsel Statutes on Confidentiality	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
I. Legal Aspects	L. Needs to understand and operate within legal obligations to and from parents	1. Able to translate and inform parents of legal rights to and from agency	B A L
		a. Fees	S
		b. Involvement of Parents	L
		c. Violation of Child Rights by	
		1) Staff	
		2) Parents	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Needs to understand and operate within legal obligations to and from parents	1. Able to translate and inform parents of legal rights to and from agency a. Fees b. Involvement of Parents c. Violation of Child Rights by 1) Staff 2) Parents	Board By-laws Agency Policies Local Social Service Agencies Legal Counsel	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
II. Community Development	A. Engages in and understands the politics of the community	1. Community Structure	Po Co
		a. Power Structure	
		1) Formal	
		2) Informal	Hu Co St
		b. Decision-making	
		c. Execution	
		2. Negotiation, Compromise Conflict Resolution	"17 Si
		3. Governmental Functions	
		--Executive --Legislative --Judicial	Do Wh
		4. Departments of Govt. and their function	Ki The Edu
		5. Tax Structures	
		6. Necessity for being 'political'	
		7. Knows types of power	
		--legal --economic --socio-normative	
		8. Can reach or become a community power base	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Engages in and understands the politics of the community	1. Community Structure	Political Science Course	
	a. Power Structure		
	1) Formal		
	2) Informal	Hunter, Community Power Structure	
	b. Decision-making		
	c. Execution		
	2. Negotiation, Compromise Conflict Resolution	"17 Girls" Simulation	
	3. Governmental Functions		
	--Executive --Legislative --Judicial	Doll, Who Governs?	
	4. Departments of Govt. and their function	Kirst, The Politics of Education	
	5. Tax Structures		
	6. Necessity for being 'political'		
	7. Knows types of power		
	--legal --economic --socio-normative		
	8. Can reach or become a community power base		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
II. Community Development	B. Can define, find, and use community resources	1. Can define help needed 'Volunteer Psychology' Coordination, Organization, Fund-Paising Techniques	Cu ta Gr

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can define, find, and use community resources	1. Can define help needed 'Volunteer Psychology' Coordination, Organization, Fund-Raising Techniques	Current Voluntary Action Groups	Fund Raising

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
II. Community Development	C. Knows community values	1. Knows and can execute various value clarification techniques a. Women's Rights b. Welfare Rights 2. Can communicate with all S.E.S. Groups	Si wo

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Knows community values	1. Knows and can execute various value clarification techniques a. Women's Rights b. Welfare Rights 2. Can communicate with all S.E.S. Groups	Sid Simon's work	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
II. Community Development	D. Can work with other agencies and institutions to help families	1. Social assertiveness	P D
		2. Willingness to ask for help	C C
		3. Knowledge of services, key people	B
		4. Ability to use phone	C C
		5. Ability to relate day care goals to goals of other agencies and vice-versa	4
		6. Fosters a spirit of cooperation	
		a. Help others get started	
		b. Shared in-service	
		c. Cross-reference substitutes	
		d. Referrals (waiting lists)	
		7. Willingness to change to accommodate when beneficial	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can work with other agencies and institutions to help families	1. Social assertiveness	Personality Development Course	
	2. Willingness to ask for help		
	3. Knowledge of services, key people	Community Brochures	
	4. Ability to use phone	Coordinating Committees	
	5. Ability to relate day care goals to goals of other agencies and vice-versa	4 C's	
	6. Fosters a spirit of cooperation		
	a. Help others get started		
	b. Shared in-service		
	c. Cross-reference substitutes		
	d. Referrals (waiting lists)		
	7. Willingness to change to accommodate when beneficial		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TRAI
II. Community Development	E. Policy Formulation	1. Can do a needs assessment related to community agencies, services	
		2. Can use bargaining techniques	
		3. Can use power play	
		Knows differences between numbers 2 and 3 and knows timing	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Policy Formulation	1. Can do a needs assessment related to community agencies, services 2. Can use bargaining techniques 3. Can use power play Knows differences between numbers 2 and 3 and knows timing		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
II. Community Development	F. Knows when it is appropriate (and means) to become involved in political issues	1. How to use clients to lobby (pressure groups) 2. How to keep abreast city, county, state, nation	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Knows when it is appropriate (and means) to become involved in political issues	1. How to use clients to lobby (pressure groups) 2. How to keep abreast city, county, state, nation		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
II. Community Development	G. Public Relations	1. Keeping community aware of your operations	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Public Relations	1. Keeping community aware of your operations		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
III. Interpreting (Evaluating) Program	A. Can evaluate the efficacy of programming efforts	1. Objective writing 2. Criterion-referenced testing 3. Process monitoring 4. Basic measurement 5. Central tendency measures $\bar{X}$, x_{50}, med. 6. Unobtrusive measures 7. Basic mathematics 8. Can standardize report forms	G t

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can evaluate the efficacy of programming efforts	1. Objective writing 2. Criterion-referenced testing 3. Process monitoring 4. Basic measurement 5. Central tendency measures $\bar{X}$, x_{50}, med. 6. Unobtrusive measures 7. Basic mathematics 8. Can standardize report forms	Gottman/Clasen text	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
III. Interpreting (Evaluating) Program	B. Can evaluate the effect of decisions on process, output	1. Can ask questions of data 2. Graphing 3. Counting behaviors 4. Record keeping 5. Hypothesis generating	Ba Ha Le

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can evaluate the effect of decisions on process, output	1. Can ask questions of data 2. Graphing 3. Counting behaviors 4. Record keeping 5. Hypothesis generating	Baskow Hays Lehman texts	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
III. Interpreting (Evaluating) Program	C. Can write a readable summary statement at the funding year's end	1. Parts of a report 2. Creating graphs, tables, figures 3. Can read technical reports 4. Can read research reports	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can write a readable summary statement at the funding year's end	1. Parts of a report 2. Creating graphs, tables, figures 3. Can read technical reports 4. Can read research reports		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
III. Interpreting (Evaluating) Program	D. Can incorporate evaluative statements into funding documents and public relations efforts	1. Complying with federal, state 'evaluation' requirements	H p (
		2. Can find sources of information	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can incorporate evaluative statements into funding documents and public relations efforts	1. Complying with federal, state 'evaluation' requirements 2. Can find sources of information	How to write a proposal (Tomaro)	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
IV. Personal Administrative Skills	A. Able to process small group meetings so that they accomplish relevant tasks 1. Staff 2. Board 3. Parents 4. Committees 5. Consultants	1. Nominal Groups 2. Delphi 3. Fishbowls 4. Brainstorming 5. Parliamentary Rules 6. Note taking 7. Withholding judgment 8. Focusing on process, not content 9. Task orientation 10. Agenda preparation 11. Senses pacing of meeting 12. Conflict resolution strategies 13. Keeping an open climate	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Able to process small group meetings so that they accomplish relevant tasks 1. Staff 2. Board 3. Parents 4. Committees 5. Consultants	1. Nominal Groups 2. Delphi 3. Fishbowls 4. Brainstorming 5. Parliamentary Rules 6. Note taking 7. Withholding judgment 8. Focusing on process, not content 9. Task orientation 10. Agenda preparation 11. Senses pacing of meeting 12. Conflict resolution strategies 13. Keeping an open climate		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
IV. Personal Administrative Skills	B. Organization of meetings	1. Sets regular meeting dates with advanced notice	P
		2. Agenda distribution	
		3. Affords proper space, materials for meeting	
		4. Sets time of convenience	
		5. Maintains adequate environmental concerns (heat, chairs, smoke)	
		6. Provides for adequate maintenance of meeting room	
		7. Has minutes kept	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Organization of meetings	1. Sets regular meeting dates with advanced notice 2. Agenda distribution 3. Affords proper space, materials for meeting 4. Sets time of convenience 5. Maintains adequate environmental concerns (heat, chairs, smoke) 6. Provides for adequate maintenance of meeting room 7. Has minutes kept	Pfeiffer	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
IV. Personal Administrative Skills	C. "Running" meetings	1. Gears meeting to fit the task a. formal b. informal c. type of group 2. Can "time" the meeting to end at pre-determined time 3. Keeps climate open so as to permit free and full exchange of ideas 4. Can make himself "heard" 5. Knows how to elicit a response when reluctance is evident	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
"Running" meetings	1. Gears meeting to fit the task a. formal b. informal c. type of group 2. Can "time" the meeting to end at pre-determined time 3. Keeps climate open so as to permit free and full exchange of ideas 4. Can make himself "heard" 5. Knows how to elicit a response when reluctance is evident		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
IV. Personal Administrative Skills	D. Can use guidance, consultation, and advice	1. Knows what kind of consultant is most useful to him	
		2. Can give advice on a professional basis	
		3. Can accept criticism as helpful	
		4. Can accept advice from all levels of command	
		5. Consults persons with divergent viewpoints	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can use guidance, consultation, and advice	1. Knows what kind of consultant is most useful to him		
	2. Can give advice on a professional basis		
	3. Can accept criticism as helpful		
	4. Can accept advice from all levels of command		
	5. Consults persons with divergent viewpoints		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
IV. Personal Administrative Skills	E. Can organize problem-solving efforts at the center level 1. teacher-teacher 2. teacher-parent 3. child-teacher 4. teacher-director 5. parent-director 6. staff-teacher-director	1. Way of staying open to input from staff, kids, parents	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can organize problem-solving efforts at the center level 1. teacher-teacher 2. teacher-parent 3. child-teacher 4. teacher-director 5. parent-director 6. staff-teacher-director	1. Way of staying open to input from staff, kids, parents		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
IV. Personal Administrative Skills	F. Can recognize weaknesses in center and organize a program to involve all in corrective process	1. Needs assessment 2. Evaluation (objective)	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can recognize weaknesses in center and organize a program to involve all in corrective process	1. Needs assessment 2. Evaluation (objective)		Program Development In-service

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
IV. Personal Administrative Skills	G. Can listen to staff, parents, kids (empathy)	1. Budgetting time in administrative role, i.e., how to defeat administrivia via delegation, etc. 2. Developing empathy	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can listen to staff, parents, kids (empathy)	1. Budgetting time in administrative role, i.e., how to defeat administrivia via delegation, etc. 2. Developing empathy		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
IV. Personal Administrative Skills	H. Being aware of one's own administrative limitations	1. How to give up "power"	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Being aware of one's own administrative limitations	1. How to give up "power"		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
V. Decision Making	A. Knows what decisions are	1. Knows types of decisions	Ga
		a. Yes	Si
		b. No	
		c. No decision is a decision	
		2. Can identify problems gather data generate alternatives choose one (examine alternatives) monitor its effect	
		3. Can do a decision impact chart	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Knows what decisions are	1. Knows types of decisions	Game Theory	
	a. Yes		
	b. No	Simulation	
	c. No decision is a decision		
	2. Can identify problems gather data generate alternatives choose one (examine alternatives) monitor its effect		
	3. Can do a decision impact chart		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
V. Decision Making	B. Knows when/when not to make a decision	1. Staff-role relationships must be clear 2. Timing decisions so as to have maximum impact minimum disruption 3. Can set guidelines so that others will feel comfortable deciding	PE Ce

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Knows when/when not to make a decision	1. Staff-role relationships must be clear 2. Timing decisions so as to have maximum impact minimum disruption 3. Can set guidelines so that others will feel comfortable deciding	PERT(ings) of Center Operation	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
V. Decision Making	C. Knows who should make decisions, i.e., is able to interpret written guidelines and authority charts into real, viable signs and habits of communication	1. Clear role descriptions	De An
		2. Knowing when, how (how not) to delegate authority-responsibility	De In In
		3. If delegation, provides resources, support for decision	
		4. Sees the organization as a complex series of decision points	
		5. Can use preference theory to construct a decision tree	
		6. Can involve all people affected by the decision making process	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Knows who should make decisions, i.e., is able to interpret written guidelines and authority charts into real, viable signs and habits of communication	1. Clear role descriptions	Decision Point Analysis	
	2. Knowing when, how (how not) to delegate authority-responsibility	Decision Involvement Index	
	3. If delegation, provides resources, support for decision		
	4. Sees the organization as a complex series of decision points		
	5. Can use preference theory to construct a decision tree		
	6. Can involve all people affected by the decision making process		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
V. Decision Making	D. Encourages decisions to be made (within philosophical framework) at the level of decision point	1. Encourages subordinates to make job-related decisions	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Encourages decisions to be made (within philosophical framework) at the level of decision point	1. Encourages subordinates to make job-related decisions		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
V. Decision Making	E. Can carry out unpopular decisions by minimizing resistance	1. Ego-strength	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can carry out unpopular decisions by minimizing resistance	1. Ego-strength		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
V. Decision Making	F. Can clearly distinguish between policy-administration-operational decisions	1. Can train board and staff to do likewise	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can clearly distinguish between policy-administration-operational decisions	1. Can train board and staff to do likewise		

L

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
V. **Decision Making**	G. Can see one's self and relationships in the context of decision-making	1. Force field analysis 2. Personal Relational Inventory	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can see one's self and relationships in the context of decision-making	1. Force field analysis 2. Personal Relational Inventory		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
V. Decision Making	H. Knows the difference between decisions that will be long-term and precedent-setting and those which will not		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Knows the difference between decisions that will be long-term and precedent-setting and those which will not			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
V. **Decision Making**	I. Can admit and take consequence for decision		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can admit and take consequence for decision			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
V. Decision Making	J. Can carry out a cause to have carried out a function when a void occurs		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Can carry out a cause to have carried out a function when a void occurs			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
VI. Theoretical Applications in Day Care Administration	A. Knows several theories of administration and the impact of their enactment on day to day functions	1. Autocratic Democratic Laissez-Faire Scientific Systems Management 2. Can generate a theory as framework for a. prediction of events b. data collection c. explanation of observations	Ge Ca Ch Kn Ch

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Knows several theories of administration and the impact of their enactment on day to day functions	1. Autocratic Democratic Laissez-Faire Scientific Systems Management	Getzels, Lipham Campbell Chapters 1-2	
	2. Can generate a theory as framework for a. prediction of events b. data collection c. explanation of observations	Knezevich Chapter 27	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TRAI
VI. Theoretical Applications in Day Care Administration	B. Is able to see the operation of his center(s) in terms of administrative theories	1. Can profit by literature written by devotees of a particular theory 2. Can learn strengths and weaknesses of his own operation 3. Can prepare to cope with the implications of his decision choice 4. Can tailor the general to fit the particular 5. Can assess the validity of operationalization of theory in terms of process/product	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Is able to see the operation of his center(s) in terms of administrative theories	1. Can profit by literature written by devotees of a particular theory 2. Can learn strengths and weaknesses of his own operation 3. Can prepare to cope with the implications of his decision choice 4. Can tailor the general to fit the particular 5. Can assess the validity of operationalization of theory in terms of process/product		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
VI. Theoretical Applications in Day Care Administration	C. Is able to build a model for operations which is consistent with a theory and apply it	1. Knows the difference between a theory and a model 2. Can use theory to identify (in advance) areas that will require addedd attention 3. Can use theory to assess relative harmony in function of organization	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Is able to build a model for operations which is consistent with a theory and apply it	1. Knows the difference between a theory and a model		
	2. Can use theory to identify (in advance) areas that will require addedd attention		
	3. Can use theory to assess relative harmony in function of organization		

AREA	TASK	CONCEPT SKILL OF KNOWLEDGE	T
VI. Theoretical Applications in Day Care Administration	D. Keeps theory in perspective	1. Tool art master 2. Avoids unwarranted respect for a. experts b. techniques	

TASK	CONCEPT SKILL OF KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Keeps theory in perspective	1. Tool art master 2. Avoids unwarranted respect for a. experts b. techniques		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
VII. Program Development In-Service Parent Child Board	A. Deciding on mission (philosophy)	1. Define philosophy 2. State purpose 3. Translate into function	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Deciding on mission (philosophy)	1. Define philosophy 2. State purpose 3. Translate into function		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
VII. Program Development In-service Parent Child Board	B. Stating policy in useful ways	1. Separate functions into previous levels of policy	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Stating policy in useful ways	1. Separate functions into previous levels of policy		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
VII. Program Development In-service Parent Child Board	C. Translating policy into program	1. Create structure for mission a. Flowcharts b. Constitution, by-laws c. job descriptions d. limits e. depth f. time 2. Set goals, objectives 3. Recruitment 4. Evaluate and change policies when appropriate 5. See that new policies are implemented at center level 6. Help staff and parents accept policy decisions of board	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Translating policy into program	1. Create structure for mission		
	a. Flowcharts		
	b. Constitution, by-laws		
	c. job descriptions		
	d. limits		
	e. depth		
	f. time		
	2. Set goals, objectives		
	3. Recruitment		
	4. Evaluate and change policies when appropriate		
	5. See that new policies are implemented at center level		Supervision
	6. Help staff and parents accept policy decisions of board		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
VII. Program Development In-service Parent Child Board	D. Needs assessment	1. Finding out where those involved heads are at: a. Involve in planning and determining what is wanted b. delegate responsibility c. open give and take d. define role, function, purpose, objective, goal 2. Help people decide common areas of concern 3. Recognize individual needs, desires, motivations 4. Be receptive to new ideas, changing needs	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Needs assessment	1. Finding out where those involved heads are at: a. Involve in planning and determining what is wanted b. delegate responsibility c. open give and take d. define role, function, purpose, objective, goal 2. Help people decide common areas of concern 3. Recognize individual needs, desires, motivations 4. Be receptive to new ideas, changing needs		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
VIII. Child Development	A. Developmental characteristics	1. Stress growth and development over baby-sitting and non-growth	
		2. Patterns of learning: a. readiness levels b. appropriate expectations c. what prevents or fosters learning	Piage
		3. Recognizing developmental lags, emotional problems, behavioral inappropriateness; a. knowing when to refer child for outside help	
		4. Continued awareness of theories of child development	Curr Peric Journ etc.
		5. How can a given child best actualize his own potential	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
evelopmental characteristics	1. Stress growth and development over baby-sitting and non-growth		
	2. Patterns of learning:	Piaget, et al.	
	a. readiness levels		
	b. appropriate expectations		
	c. what prevents or fosters learning		
	3. Recognizing developmental lags, emotional problems, behavioral inappropriateness;		
	a. knowing when to refer child for outside help		
	4. Continued awareness of theories of child development	Current Periodicals, Journals, etc.	
	5. How can a given child best actualize his own potential		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
VIII. Child Development	B. Child Psychology	1. Communicate new trends to staff for their experimentation	
		2. Awareness of emotional reactions of children-potential crises or traumatizing experiences	
		3. Deal with controversial issues, such as sex education, sex roles in the classroom, etc.	
		4. Foster creativity--in staff and children	
		5. Help staff know how to deal with the exceptional child in the classroom	Jour The Chi
		6. Listen to children	
		7. Knowledge of theories of sequential learning; translate into teaching	
		8. Awareness of psycho-social development of young children	Eriks Chil and S

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Child Psychology	1. Communicate new trends to staff for their experimentation		
	2. Awareness of emotional reactions of children-potential crises or traumatizing experiences		
	3. Deal with controversial issues, such as sex education, sex roles in the classroom, etc.		
	4. Foster creativity--in staff and children		
	5. Help staff know how to deal with the exceptional child in the classroom	Journal: The Exceptional Child	
	6. Listen to children		
	7. Knowledge of theories of sequential learning; translate into teaching		
	8. Awareness of psychosocial development of young children	Erikson: Childhood and Society	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
IX. **Managing the Program for Children**	A. Child recruitment, selection, admission, and ejection	1. Policy for eligibility in terms of need:	Soci Depar
		a. child	
		b. parent	Child ment
		2. Develop intake procedure	Day C in Co
		3. Fee structure	
		4. Assess individual eligibility	
		5. Define program objectives and agency structure	
		6. Contact community resources	
		7. Evaluate physical plant and staff	
		8. Invite feedback from outside sources in regard to the quality of the program	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
ild recruitment, selection, mission, and ejection	1. Policy for eligibility in terms of need:	Social Work Department	
	a. child		
	b. parent	Child Development	
	2. Develop intake procedure	Day Care Needs in Community	
	3. Fee structure		
	4. Assess individual eligibility		
	5. Define program objectives and agency structure		
	6. Contact community resources		
	7. Evaluate physical plant and staff		
	8. Invite feedback from outside sources in regard to the quality of the program		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
IX. Managing the Program for Children	B. Working with "grey area" children 1. Disadvantaged	1. See "grey areas" also in terms of ability of "normal" child, staff, etc., to cope	
	2. Orthopedically Handicapped 3. TMR	2. Work with agencies specializing in these areas	
	4. EMR 5. Emotionally Disturbed	3. Helping staff cope with the hyperactive child, the aggressive child, or the withdrawn child in the classroom	Ment Agen Indi Psyc Cons
		4. Establish referral procedures for children needing outside help--include consultants in program (e.g., psychologist, social worker, etc.)	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Working with "grey area" children 1. Disadvantaged	1. See "grey areas" also in terms of ability of "normal" child, staff, etc., to cope		
2. Orthopedically Handicapped 3. TMR	2. Work with agencies specializing in these areas		
4. EMR 5. Emotionally Disturbed	3. Helping staff cope with the hyperactive child, the aggressive child, or the withdrawn child in the classroom	Mental Health Agencies Individual Psychological Consultants	
	4. Establish referral procedures for children needing outside help--include consultants in program (e.g., psychologist, social worker, etc.)		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
IX. Managing the Program for Children	C. Involve parents, staff, and children in program development	1. Individualize program and experiences to fit needs, and growth, of each child	
		2. Develop good attitudes (in parents, staff, and community) toward children	
		a. avoid moralistic approach	
		3. Help staff articulate a theory of learning	
		a. define educational objectives	
		b. see that staff is comfortable with program emphasis (e.g. very structured or very free) as desired by parents	
		4. Observe, listen to, and assess needs of children	
		5. Help parents and staff focus on individual child's development and needs	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
volve parents, staff, and ildren in program development	1. Individualize program and experiences to fit needs, and growth, of each child 2. Develop good attitudes (in parents, staff, and community) toward children a. avoid moralistic approach 3. Help staff articulate a theory of learning a. define educational objectives b. see that staff is comfortable with program emphasis (e.g. very structured or very free) as desired by parents 4. Observe, listen to, and assess needs of children 5. Help parents and staff focus on individual child's development and needs		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
IX. Managing the Program for Children	C. Involve parents, staff, and children in program development Continued	6. Determine what values parents want instilled in their children through program a. are parents' values incomparible with staff's b. how can differences of values be resolved	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
nvolve parents, staff, and hildren in program development Continued	6. Determine what values parents want instilled in their children through program a. are parents' values incomparible with staff's b. how can differences of values be resolved		Values

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
X. Public Relations	A. Confidentiality/Ethics-- The Administrator must behave in a strictly ethical manner at all times	1. Concept of helping relationship	Socia Ethic
		2. Knowing and separating confidential levels	Bloo Affec Domai
		a. agency	
		b. parent	
		c. child	
		d. staff	
		3. Accepted legal standards of confidentiality	
		4. Well-defined value set	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
onfidentiality/Ethics-- he Administrator must behave n a strictly ethical manner at ll times	1. Concept of helping relationship	Social Work Ethics	Interpret Program
	2. Knowing and separating confidential levels a. agency b. parent c. child d. staff	Bloom's Affective Domain	
	3. Accepted legal standards of confidentiality		Legal
	4. Well-defined value set		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
X. Public Relations	B. Propaganda Strategies and Applications-- Administrator must be able to articulate the goals, functioning and outcomes of the agency in a persuasive way	**Personal** 1. Writing skills a. news columns b. PR blurbs c. letters	Publ Cour
		2. Speaking skills a. small groups	Sens Trai
		3. Ability to separate difficult from negative questions	Grou
		4. Able to transcend personal limitations	
		Community 5. Able to articulate goals and objectives clearly and concisely	Comm Orga
		6. Able to attract (positive) attention of media	
		7. Able to solicit community support	
		8. Able to maintain community awareness of program	Conv with Edit ers
		9. Able to cope with external pressures	
		Program 10. Making newcomers comfortable	
		11. Keeping in touch with families on the waiting list	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
ropaganda Strategies and pplications-- dministrator must be able to rticulate the goals, functioning and outcomes of the agency n a persuasive way	Personal 1. Writing skills a. news columns b. PR blurbs c. letters	Public Speaking Courses	
	2. Speaking skills a. small groups	Sensitivity Training	
	3. Ability to separate difficult from negative questions 4. Able to transcend personal limitations	Group Dynamics	
	Community 5. Able to articulate goals and objectives clearly and concisely	Community Organizations	
	6. Able to attract (positive) attention of media 7. Able to solicit community support		
	8. Able to maintain community awareness of program 9. Able to cope with external pressures	Conversations with Editors/Reporters	
	Program 10. Making newcomers comfortable 11. Keeping in touch with families on the waiting list		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
X. Public Relations	B. Propaganda Strategies and Applications-- Administrator must be able to articulate the goals, functioning and outcomes of the agency in a persuasive way Continued	Program 12. Keeping priorities straight e.g., children/program before research/training, practice teachers, observers 13. Hiring procedures: don't keep people dangling 14. Orientation sequence for program is comprehensive	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Propaganda Strategies and Applications-- Administrator must be able to articulate the goals, functioning and outcomes of the agency in a persuasive way Continued	Program 12. Keeping priorities straight e.g., children/program before research/training, practice teachers, observers 13. Hiring procedures: don't keep people dangling 14. Orientation sequence for program is comprehensive		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
X. Public Relations	C. Visitors The administrator will need to protect the program from deviation via visitation while simultaneously keeping the program open to scrutiny, review, and exportation	1. Articulation of a clear set of policies with respect to visitor rights and responsibilities a. parents b. neighbors c. functionaries 2. Develop mechanism to use visitor suggestions and input 3. Emergency handling procedures for a. uninvited b. disturbed	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Visitors The administrator will need to protect the program from deviation via visitation while simultaneously keeping the program open to scrutiny, review, and exportation	1. Articulation of a clear set of policies with respect to visitor rights and responsibilities a. parents b. neighbors c. functionaries 2. Develop mechanism to use visitor suggestions and input 3. Emergency handling procedures for a. uninvited b. disturbed		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
X. Public Relations	D. The administrator will need to establish professional rapport with fellow day care advocates and with professionals in agencies that interact with program function however tangentially	1. Professional associations 2. Community liason groups 3. Clubs, chambers 4. County/state co-ordinating agencies	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator will need to establish professional rapport with fellow day care advocates and with professionals in agencies that interact with program function however tangentially	1. Professional associations 2. Community liason groups 3. Clubs, chambers 4. County/state co-ordinating agencies		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
X. Public Relations	E. The administrator will be able to build an *esprit de corps* among his professional/non-professional staff with respect to program	1. Human motivation 2. Creating a creative dynamic of idea exchange 3. Complementation vs. competition	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator will be able to build an esprit de corps among his professional/non-professional staff with respect to program	1. Human motivation 2. Creating a creative dynamic of idea exchange 3. Complementation vs. competition		Supervision

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
XI. Emergencies	The administrator will have predicted the likelihood of emergencies arising: 1. and prepared a set of operational procedures for those likely to arise 2. and prepared some philosophical guidelines (perhaps legal) for those less likely to happen (or unforseen)	1. Fire 2. Ill children 3. Accidents 4. Emergency among staff 5. Weather 6. Children with bowel/ urinary tract problems 7. Breakdown of plant 8. Obnoxious visitors (perverted, drunk) 9. Estranged parent 10. Police intervention	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
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AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
XII. Working with Parents for Children	A. Home Start	1. Develop program and training opportunities for parents 2. Provide opportunities for home visitation if needed 3. Allot time for parent-teacher conferences	
		4. Parent meetings a. informal b. formal organization 5. Work with Department of Social Services in dealing with problematic families a. inability to pay fee b. separation or divorce c. inability to cope with child d. personal disappointment 1) loss of job 2) housing move e. helping to leave f. helping to adjust to having child in ctr. 6. Organize a variety of ways/mechanisms through which parents and staff can meet, talk, write, and work together	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Home Start	1. Develop program and training opportunities for parents 2. Provide opportunities for home visitation if needed 3. Allot time for parent-teacher conferences 4. Parent meetings a. informal b. formal organization 5. Work with Department of Social Services in dealing with problematic families a. inability to pay fee b. separation or divorce c. inability to cope with child d. personal disappointment 1) loss of job 2) housing move e. helping to leave f. helping to adjust to having child in ctr. 6. Organize a variety of ways/mechanisms through which parents and staff can meet, talk, write, and work together		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
XII. Working with Parents for Children	B. PCLC (parent-child learning center)	1. Involve parents in developing physical plant, classrooms materials and equipment with staff and children	
		2. Make parents feel welcome in center--as visitors, as volunteers, as substitutes	
		3. Inform parents of child development trends and learning theories--provide opportunities for them to express and share their concerns about children	
		4. Relate school experiences to home and home to school	
		5. Help parents establish a breathing space for themselves and their children	
		6. Involve parents in the day-to-day activities of children (e.g., encourage staff-parent exchange, observations, etc.)	
		7. Translate program to new parents	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
CLC (parent-child learning nter)	1. Involve parents in developing physical plant, classrooms materials and equipment with staff and children		
	2. Make parents feel welcome in center--as visitors, as volunteers, as substitutes		
	3. Inform parents of child development trends and learning theories--provide opportunities for them to express and share their concerns about children		
	4. Relate school experiences to home and home to school		
	5. Help parents establish a breathing space for themselves and their children		
	6. Involve parents in the day-to-day activities of children (e.g., encourage staff-parent exchange, observations, etc.)		
	7. Translate program to new parents		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
XII. Working with Parents for Children	C. Involving parents in program decision-making	1. Provide board membership 2. Provide opportunity for interaction with staff 3. Provide opportunity to meet and share with director 4. Develop capacities of decision-making through training program 5. Give parents responsibilities--i.e., foster spirit of a cooperative effort for their children (calling meetings, program imput and evaluation, etc.)	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
volving parents in program cision-making	1. Provide board membership		
	2. Provide opportunity for interaction with staff		
	3. Provide opportunity to meet and share with director		
	4. Develop capacities of decision-making through training program		
	5. Give parents responsibilities--i.e., foster spirit of a cooperative effort for their children (calling meetings, program imput and evaluation, etc.)		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
XII. Working with Parents for Children	D. Respecting and relating to individual parents and their needs	1. Help parents develop their own interests as people who are also parents 2. Help parents develop coping behaviors for the public schools 3. Respect parents' needs for confidentiality on behalf of agency	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
specting and relating to dividual parents and their eds	1. Help parents develop their own interests as people who are also parents		
	2. Help parents develop coping behaviors for the public schools		
	3. Respect parents' needs for confidentiality on behalf of agency		

AREA	TASK	CONEPT SKILL OR KNOWLEDGE	P TRAI
XIII. Educational Program	A. Materials and Equipment (Choosing with view of cost limitation, space, etc.) * See note -- last page	1. Provide exposure to a variety of materials which foster physical development and co-ordination: a. small muscle b. large muscle	
		2. Encourage creative expression and dramatic play with materials for a. doll corner b. block building c. dramatization of stories d. dance	Cathe etc.
		3. Provide materials for cognitive development in such areas as: a. measurement b. space c. number concepts d. time	
		4. Enhance appreciation of arts and music through exposure to various media such as paint, clay, musical instruments; allow individual expression through manipulation of these materials	
		5. Foster socialization skills through activities as meal times, field trips language development, etc.	

TASK	CONEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Materials and Equipment (Choosing with view of cost limitation, space, etc.) * See note -- last page	1. Provide exposure to a variety of materials which foster physical development and co-ordination: a. small muscle b. large muscle		Child Development Working with Parents
	2. Encourage creative expression and dramatic play with materials for a. doll corner b. block building c. dramatization of stories d. dance	Catherine Read, etc.	
	3. Provide materials for cognitive development in such areas as: a. measurement b. space c. number concepts d. time		
	4. Enhance appreciation of arts and music through exposure to various media such as paint, clay, musical instruments; allow individual expression through manipulation of these materials		
	5. Foster socialization skills through activities as meal times, field trips language development, etc.		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	POS TRAINI
XIII. Educational Program	A. Materials and Equipment (Choosing with view of cost limitation, space, etc.) Continued	6. Include language development as integral part of classroom program: a. conceptual 1) verbalization 2) articulation 3) vocabulary 4) communication b. reading concepts 1) books 2) labeling 3) story telling 4) writing about and relating experiences 7. Provide audio-visual aids to further enhance program 8. Teach awareness of science and natural environment: a. biology (animals, plants) b. physics (locks, levers, electricity, pressure, climate, time) c. chemistry (baking, dying, mixing colors)	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
terials and Equipment hoosing with view of cost imitation, space, etc.) Continued	6. Include language development as integral part of classroom program: a. conceptual 1) verbalization 2) articulation 3) vocabulary 4) communication b. reading concepts 1) books 2) labeling 3) story telling 4) writing about and relating experiences 7. Provide audio-visual aids to further enhance program 8. Teach awareness of science and natural environment: a. biology (animals, plants) b. physics (locks, levers, electricity, pressure, climate, time) c. chemistry (baking, dying, mixing colors)		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
XIII. Educational Program	A. Materials and Equipment (Choosing with view of cost limitation, space, etc.) Continued	9. Explore community, both immediate and external; allow opportunities to visit zoos, farms, building projects, shops, craftsmen, etc.	
		10. Know how to make use of scraps, donated materials, odds and ends, etc.	
		11. Make maximum use of what is available or what can be afforded	
		12. Encourage conservation of supplies on part of staff	
		13. Devise systems of ongoing inventory, and methods of sharing or exchanging equipment	
		14. Investigate possibility of joint purchasing with other centers where feasible	
		15. Know how to make appropriate purchases within limits of budget	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
terials and Equipment (hoosing with view of cost mitation, space, etc.) Continued	9. Explore community, both immediate and external; allow opportunities to visit zoos, farms, building projects, shops, craftsmen, etc.		
	10. Know how to make use of scraps, donated materials, odds and ends, etc.		Managing Program for Children
	11. Make maximum use of what is available or what can be afforded		Working wit Parents for Children
	12. Encourage conservation of supplies on part of staff		
	13. Devise systems of ongoing inventory, and methods of sharing or exchanging equipment		
	14. Investigate possibility of joint purchasing with other centers where feasible		
	15. Know how to make appropriate purchases within limits of budget		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
XIII. Educational Program	B. Health and Nutrition	1. Insure staff awareness of first aid, communicable diseases, handling the sick or injured child, emergency procedures	Publi Agenc Red C
		2. Communicate to parents presence of contagious illness in center, importance of keeping sick child at home, need for emergency contact, etc.	
		3. Provide for nutritional needs of children while at center	USDA Unive Food
		4. Encourage willingness to try new foods and awareness of how certain foods are made, how they grow, etc., through cooking projects	Techn Colle

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Health and Nutrition	1. Insure staff awareness of first aid, communicable diseases, handling the sick or injured child, emergency procedures	Public Health Agencies Red Cross	Ancillary Services
	2. Communicate to parents presence of contagious illness in center, importance of keeping sick child at home, need for emergency contact, etc.		
	3. Provide for nutritional needs of children while at center	USDA University--Food Sciences	
	4. Encourage willingness to try new foods and awareness of how certain foods are made, how they grow, etc., through cooking projects	Technical College	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PC TRAINI
XIII. Educational Program	C. Curriculum Development (with awareness of limitations of materials, equipment and space, and ability to transend, create, and develop curriculum with or without necessary materials) * * See note -- last page	1. Develop a regular daily time schedule	
		2. Incorporate regular routines and activities into program	
		3. Cover areas of formal subjects: a. music b. art c. science	
		4. Include cognitive skills in learning program: a. language b. math/spatial concepts c. abstract thinking d. memory skills e. problem-solving	
		5. Set objectives and goals	
		6. Use materials and equipment to foster social, emotional, intellectual, and physical development of each child a. sharing b. cooperation c. manipulative skills d. large motor development	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
rriculum Development ith awareness of limitations materials, equipment and ace, and ability to transend, eate, and develop curriculum ith or without necessary mater- ls) * See note -- last page	1. Develop a regular daily time schedule		
	2. Incorporate regular routines and activities into program		
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	4. Include cognitive skills in learning program: a. language b. math/spatial concepts c. abstract thinking d. memory skills e. problem-solving		
	5. Set objectives and goals		
	6. Use materials and equipment to foster social, emotional, intellectual, and physical development of each child a. sharing b. cooperation c. manipulative skills d. large motor development		Materials and Equipment (IV. A.)

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
XIII. **Educational Program**	C. Curriculum Development (with awareness of limitations of materials, equipment and space, and ability to transend, create, and develop curriculum with or without necessary materials) Continued	7. Set up units of study for knowledge of areas such as: a. people b. animals c. community d. plants e. self 8. Synthesize units of study with subject areas 9. Develop lesson plans to cover a day's activity 10. Incorporate community resources for experiential associations a. field trips, visitations b. visitors to center 11. Gear these tasks to levels of maturation of group and child 12. Define purpose of course of study 13. Allow for flexibility of program and changes contingent upon events and appropriateness at the time	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
urriculum Development ith awareness of limitations f materials, equipment and pace, and ability to transend, reate. and develop curriculum ith or without necessary mater- als) Continued	7. Set up units of study for knowledge of areas such as: a. people b. animals c. community d. plants e. self 8. Synthesize units of study with subject areas 9. Develop lesson plans to cover a day's activity 10. Incorporate community resources for experiential associations a. field trips, visitations b. visitors to center 11. Gear these tasks to levels of maturation of group and child 12. Define purpose of course of study 13. Allow for flexibility of program and changes contingent upon events and appropriateness at the time		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
XIII. Educational Program	C. Curriculum Development (with awareness of limitations of materials, equipment and space, and ability to transend, create, and develop curriculum with or without necessary materials) Continued	14. Provide child with time for privacy, renewal of self, sifting of ideas	
		15. Be aware of social values of teachers, parents, and children	
		16. Develop with child his sense of self, of personal worth and of belonging, through daily program and activities	
		17. Expand child's orbit	
		18. Reinforce home and parental relationships	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Curriculum Development (with awareness of limitations of materials, equipment and space, and ability to transend, create, and develop curriculum with or without necessary materials) Continued	14. Provide child with time for privacy, renewal of self, sifting of ideas 15. Be aware of social values of teachers, parents, and children 16. Develop with child his sense of self, of personal worth and of belonging, through daily program and activities 17. Expand child's orbit 18. Reinforce home and parental relationships		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
XIII. Educational Program	D. Theories of Learning	1. Articulate and implement a theory of knowledge and learning 2. Develop new programs without minimizing their effectiveness yet still reducing the static incurred by innovation 3. Be able to build new programs and goals onto people's current perceptions and ideas 4. Encourage flexibility, open-mindedness, and receptiveness to new ideas on part of all involved 5. Recognize teachers' needs for individuality and their need to be comfortable with methods they are expected to use in the classroom	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
eories of Learning	1. Articulate and implement a theory of knowledge and learning		
	2. Develop new programs without minimizing their effectiveness yet still reducing the static incurred by innovation		
	3. Be able to build new programs and goals onto people's current perceptions and ideas		
	4. Encourage flexibility, open-mindedness, and receptiveness to new ideas on part of all involved		
	5. Recognize teachers' needs for individuality and their need to be comfortable with methods they are expected to use in the classroom		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
XIII. Educational Program	* These skills or knowledge should be those already required before entrance into a graduate level program; if on associate U. G. level, the already existing courses in Child Development could be incorporated after an evaluation of their appropriateness and relevance. ** This is a task that should be set aside for greater exploration and an in-depth approach (rather than attempting to categorize these right away), considering the field itself and the vast diversity in approach and the generally unstructured methodology used.		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
These skills or knowledge should be those already required before entrance into a graduate level program; if an associate U. G. level, the already existing courses in Child Development could be incorporated after an evaluation of their appropriateness and relevance.			
This is a task that should be set aside for greater exploration and an in-depth approach (rather than attempting to categorize these right away), considering the field itself and the vast diversity in approach and the generally unstructured methodology used.			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
XIV. Self-Agrandizement	A. To see oneself as worthy--can project confidence without arrogance	1. Positive self-concept 2. Remember Peter Principle	See:

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
o see oneself as worthy-- an project confidence without rrogance	1. Positive self-concept 2. Remember Peter Principle	See: Clergy Psychiatrist Medium God	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	F TRAI
XIV. Self-Agrandizement	B. To maximize to one's potential	1. Evaluate and define talents, abilities 2. To see one's self-expectation, agency's expectation in respect 3. Clarify realistic goals	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
To mximize to one's potential	1. Evaluate and define talents, abilities 2. To see one's self-expectation, agency's expectation in respect 3. Clarify realistic goals		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	F TRAI
XIV. Self-Agrandizement	C. To cope with incompatible expectations from:	1. Develop tact, patience, perseverance	Huma Cou
	1. Boards	2. Be definitional	
	2. Staff	3. Understand level and origins of demands	some won'
	3. Parents		
	4. Children	4. Learn objectivity	
	5. Other Administrators	a. separate personal attack from situational	
		5. State position with caution	
		6. Attempt to reach commonality	
		7. Separate personal interest, investment, from agency interest --sense of integrity	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
To cope with incompatible expectations from: 1. Boards 2. Staff 3. Parents 4. Children 5. Other Administrators	1. Develop tact, patience, perseverance 2. Be definitional 3. Understand level and origins of demands 4. Learn objectivity a. separate personal attack from situational 5. State position with caution 6. Attempt to reach commonality 7. Separate personal interest, investment, from agency interest --sense of integrity	Human Relations Course and sometimes that won't help	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TRA
XV. Governance	A. Depending upon its reason for being (planning agency, government action, legal requirement, community organization, or parental need), a governing board of directors will be put into effective policy-level control of the day care operation by the administrator	1. Contact people 2. Selling the need 3. Determining representatives 4. Finding contributing resource of potential board members a. lawyer b. teacher c. clergy d. government e. social elite 5. Clear statement of org. purpose 6. Constitution 7. Corporate structure 8. Fiscal control system a. accounts b. records	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Depending upon its reason for being (planning agency, government action, legal requirement, community organization, or parental need), a governing board of directors will be put into effective policy-level control of the day care operation by the administrator	1. Contact people 2. Selling the need 3. Determining representatives 4. Finding contributing resource of potential board members a. lawyer b. teacher c. clergy d. government e. social elite 5. Clear statement of org. purpose 6. Constitution 7. Corporate structure 8. Fiscal control system a. accounts b. records		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TRA
XV. Governance	B. The director will establish a clear separation of powers and clear lines of communication and authority	1. By-laws 2. Role definitions 3. Organizational charts 4. Communication Grids 5. Delegation of authority and responsibility 6. Meeting schedule a. board b. staff c. parents d. annual meeting 7. Sub-committees	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The director will establish a clear separation of powers and clear lines of communication and authority	1. By-laws		
	2. Role definitions		
	3. Organizational charts		
	4. Communication Grids		
	5. Delegation of authority and responsibility		
	6. Meeting schedule		
	a. board		
	b. staff		
	c. parents		
	d. annual meeting		
	7. Sub-committees		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	P TRAI
XV. Governance	C. The director will maintain an open, flexible and viable staff-board relationship		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The director will maintain an open, flexible and viable staff-board relationship			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	PO TRAIN
XV. Governance	D. The director will keep meetings focused on issues, not personalities, and will do so in the context of the purpose of the center (children)		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
he director will keep meetings ocused on issues, not personlities, and will do so in the ontext of the purpose of the enter (children)			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XV. Governance	E. The director will develop in his staff an understanding of the role of the board (which decisions go through the board) and an appreciation of their function		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
he director will develop in is staff an understanding of he role of the board (which ecisions go through the board) nd an appreciation of their unction			

3

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XVI. Day Care in Perspective	A. The administrator will keep his operation in the context of the total day care movement	1. Day Care history 2. Day Care funds 3. Day Care issues 4. Legislation	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator will keep his operation in the context of the total day care movement	1. Day Care history 2. Day Care funds 3. Day Care issues 4. Legislation		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XVI. Day Care in Perspective	B. The administrator will actively engage in personal professional development	1. Professional Associations a. national b. state c. local 2. Professional publication 3. HEW mailing lists

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator will actively engage in personal professional development	1. Professional Associations a. national b. state c. local 2. Professional publication 3. HEW mailing lists		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XVI. Day Care in Perspective	C. The administrator does what is possible to cooperate with and support other local day care efforts	1. Joint in-service 2. Joint purchasing 3. Share resources	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator does what is possible to cooperate with and support other local day care efforts	1. Joint in-service 2. Joint purchasing 3. Share resources		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XVII. Supervision	A. The administrator will be able to write expected outcomes of job performance in measurable terms	1. Behavioral objectives 2. Management by objective formal/style 3. Task analysis 4. Role description/ theory

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator will be able to write expected outcomes of job performance in measurable terms	1. Behavioral objectives	Wilson et al.	
	2. Management by objective formal/style		
	3. Task analysis		Change Agentry
	4. Role description/ theory		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XVII. Supervision	B. The administrator will be able to monitor performance of role in the context and with the intent of staff development	1. Counting behaviors 2. Interaction analyses 3. Overt behavior (not inferences) 4. Constructive criticism 5. Objectivity a. reliability b. validity c. utility	O

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator will be able to monitor performance of role in the context and with the intent of staff development	1. Counting behaviors		
	2. Interaction analyses	O. C. D. Q.	
	3. Overt behavior (not inferences)		
	4. Constructive criticism		
	5. Objectivity		
	a. reliability		
	b. validity		
	c. utility		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XVII. Supervision	C. The administrator will be able to develop a meaningful staff development program	1. Needs assessment 2. In-service education 3. Adult education 4. Resource finding 5. Visual aides 6. Career ladders within the organization 7. Career linkage to extra-agency efforts 8. Development of self-monitoring	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator will be able to develop a meaningful staff development program	1. Needs assessment 2. In-service education 3. Adult education 4. Resource finding 5. Visual aides 6. Career ladders within the organization 7. Career linkage to extra-agency efforts 8. Development of self-monitoring		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XVII. Supervision	D. The administrator will manage his personnel affairs so as to be able to document the adequacy of his decision	1. Recruitment 2. Selection 3. Role descriptions 4. Removal 5. Grievance 6. Personnel policies statement 7. Appeal	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator will manage his personnel affairs so as to be able to document the adequacy of his decision	1. Recruitment 2. Selection 3. Role descriptions 4. Removal 5. Grievance 6. Personnel policies statement 7. Appeal		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XVII. Supervision	E. The administrator will create an open and sensitive climate on the part of staff with respect to parents, children, colleagues, administrator and other staff	1. Staff meetings 2. Communication grid 3. Checking-out	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator will create an open and sensitive climate on the part of staff with respect to parents, children, colleagues, administrator and other staff	1. Staff meetings 2. Communication grid 3. Checking-out		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XVII. Supervision	F. The administrator will automate, to the extent feasible, areas in personnel management which can be reduced to automation	1. Salary schedule 2. Overtime 3. Working hours 4. Severance	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The administrator will automate, to the extent feasible, areas in personnel management which can be reduced to automation	1. Salary schedule		
	2. Overtime		
	3. Working hours		
	4. Severance		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XVIII. Plant	A. Creating an adequate learning environment for children (one which allows children to feel secure and comfortable, curious-exploring; and which fosters creativity and socialization)	1. Development 2. Learning environments a. indoor b. outdoor 3. Equipment selection/purchase (minimum--maximum) 4. Classroom set-up 5. Space utilization 6. Playground design 7. Inventory systems

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Creating an adequate learning nvironment for children (one which allows children to feel secure and comfortable, curious-exploring; and which fosters creativity and socialization)	1. Development 2. Learning environments a. indoor b. outdoor 3. Equipment selection/purchase (minimum--maximum) 4. Classroom set-up 5. Space utilization 6. Playground design 7. Inventory systems		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
VXIII. Plant	B. Creating a live-in environment	1. Eating space
		2. Sleeping space
		3. Large-small muscles
		4. Dramatic/water play
		5. Being alone

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Creating a live-in environment	1. Eating space		
	2. Sleeping space		
	3. Large-small muscles		
	4. Dramatic/water play		
	5. Being alone		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XVIII. Plant	C. Considering the necessity of supervision at each and all teaching stations		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Considering the necessity of supervision at each and all teaching stations			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XVIII. Plant	D. Locating centers with places/ people who "want" them	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Locating centers with places/ people who "want" them			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XVIII. Plant	E. Drawing up floor plans based on maximum use of space available	1. Flexibility 2. Potential in poor sites 3. Child participation in arrangement of space	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Drawing up floor plans based on maximum use of space available	1. Flexibility 2. Potential in poor sites 3. Child participation in arrangement of space		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XVIII. Plant	F. Meeting all state, local standards	1. Furances
		2. Stairways
		3. Exits
		4. Bathrooms
		5. Water

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Meeting all state, local standards	1. Furances 2. Stairways 3. Exits 4. Bathrooms 5. Water		Legal Aspects

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XVIII. Plant	G. Maintaining an adequate physical resource (plant)	1. Maintenance roles, schedules 2. Preventative maintenance 3. Supervision (inspection of plant) 4. Community volunteer services 5. Personal maintenance skills

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Maintaining an adequate physical resource (plant)	1. Maintenance roles, schedules 2. Preventative maintenance 3. Supervision (inspection of plant) 4. Community volunteer services 5. Personal maintenance skills		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XVIII. Plant	H. Able to conduct the management of attempts to purchase or lease new sites	1. Specifications (ed.) 2. Site selection procedures 3. Relevant considerations

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Able to conduct the management of attempts to purchase or lease new sites	1. Specifications (ed.) 2. Site selection procedures 3. Relevant considerations		Legal Aspects

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XIX. Ancillary Service	A. Develop good working relationships with community health and safety resources	1. Structure for interaction 2. Functions definition 3. Willingness to accede to expert opinion	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Develop good working relationships with community health and safety resources	1. Structure for interaction 2. Functions definition 3. Willingness to accede to expert opinion		

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AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XIX. Ancillary Service	B. Creation of a realistic schedule of services	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Creation of a realistic schedule of services			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XIX. Ancillary Service	C. Interpret use of services to families	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Interpret use of services to families			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XIX. Ancillary Service	D. Health and Safety	
	Develop accurate medical assessment procedure/form	1. Special needs for low income children
	Organize an effective program of action for accident/prevention	2. Parent education
	Develop staff awareness of health/safety concerns	
	Develop an educational program for staff/parents/children on health and safety	3. Curricular teaching of health/safety
	Develop equipment/plant checklist on safety	4. Federal/local requirements

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Health and Safety			
Develop accurate medical assessment procedure/form	1. Special needs for low income children		
Organize an effective program of action for accident/prevention	2. Parent education		
Develop staff awareness of health/safety concerns			
Develop an educational program for staff/parents/children on health and safety	3. Curricular teaching of health/safety		
Develop equipment/plant checklist on safety	4. Federal/local requirements		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XIX. Ancillary Service	E. Nutrition	
	Develop good menus and food buying/processing/serving procedures	1. Menu planning 2. Bulk buying
	Educate staff/parents/children to bodily needs of nutrition	3. Federal subsidies 4. Nutritional balance
	Relate nutrition to larger areas of growth, ecology, health	
	Incorporation of nutrition as curricular area	
	Keep menus flexible to needs and tastes of individuals	5. Child's capacity 6. Eating cognitively
	Keep within budget	
	Role definitions for cooks/kitchen staffs	
	Getting children to try new foods	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Nutrition			
Develop good menus and food buying/processing/serving procedures	1. Menu planning 2. Bulk buying		
Educate staff/parents/children to bodily needs of nutrition	3. Federal subsidies 4. Nutritional balance		
Relate nutrition to larger areas of growth, ecology, health		Jane Voichick Report	
Incorporation of nutrition as curricular area			
Keep menus flexible to needs and tastes of individuals	5. Child's capacity 6. Eating cognitively		
Keep within budget			
Role definitions for cooks/kitchen staffs			
Getting children to try new foods			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XIX. Ancillary Service	F. Psychological Services Develop screening and monitoring procedures for all children to identify those with special needs Develop adequate referral procedures Develop community resources/ coordinate community resources to do it for you Remember to provide help for staff and parents Setting up mental health clinics Feed forward into the schools' records, introduction of parents	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
Psychological Services			
Develop screening and monitoring procedures for all children to identify those with special needs			
Develop adequate referral procedures			
Develop community resources/ coordinate community resources to do it for you			
Remember to provide help for staff and parents			
Setting up mental health clinics			
Feed forward into the schools' records, introduction of parents			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XX. Insurance	Adequate and cheap Protective Reliable	1. Comparative shopping 2. Previous pitfalls

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
uate and cheap ctive ble	1. Comparative shopping 2. Previous pitfalls	Tax Commissioner of Insurance S. B. A. Rival Insurance Companies	Legal Aspects

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXI. Miscellaneous	Book/clothing exchange		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
/clothing exchange			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXII. Communication	Maintaining open and effective lines of communication between/among:		
	1. staff		
	2. parents		
	3. administration		
	4. board		
	5. children		
	Conflict resolution		
	Anticipating crises--and avoiding		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
taining open and effective s of communication between/ g:			Working with Parents
staff			Supervision
parents			Personal Admin. Skills
administration			
board			
children			
flict resolution			
cipating crises--and avoiding			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXIII. Values	Determining program values (e.g., for children; policies; parent and staff involvement)		
	Handling incompatibility of program values		
	Respecting cultural values and backgrounds of clients		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
ermining program values g., for children; policies; nt and staff involvement)			
lling incompatibility of gram values			
pecting cultural values and grounds of clients			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXIV. Supportive Needs of Staff	Exchange of resources and program ideas, mutual problems and successes		
	Motivating Staff (e.g., participation beyond center level)		
	Fostering flexibility--receptiveness to new ideas		
	Evaluations of performance	1. How to involve co-workers 2. How to follow through 3. Non-threatening 4. When is assistance or intervention appropriate	
	Initiate problem-solving: listening responding, encouraging self-resolution (i.e., return problem to center level)		
	Encouraging sensitivity and respect: --to parents --to children --to each other --to other centers (non-competitive)		
	Substitutes: mechanism for staff replacement in emergency		
	Orienting new staff		
	Generating enthusiasm (ego-building)		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
nge of resources and program , mutual problems and successes			
vating Staff (e.g., partici- on beyond center level)			
ering flexibility--receptive- to new ideas			
uations of performance	1. How to involve co-workers		Supervision
iate problem-solving: listening onding, encouraging self- lution (i.e., return problem enter level)	2. How to follow through 3. Non-threatening		
uraging sensitivity and respect: parents children each other other centers (non-competitive)	4. When is assistance or intervention appropriate		
titutes: mechanism for staff lacement in emergency			
nting new staff			
erating enthusiasm (ego-building)			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	TR
XXV. "Don't box me in"	Writing reports and guidelines in flexible yet clear language		
	Interpreting -- such to meet individually characteristic situations		
	Manipulation of board to allow breathing space/flexibility for itself		
	Anticipation of problems and crises and possible responses to them		
	Airing sessions for staff, parents, board		
	How to butter without being sandwiched		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
ng reports and guidelines in ble yet clear language			
preting -- such to meet in- ually characteristic situations			
ulation of board to allow hing space/flexibility for f			
ipation of problems and crises ossible responses to them			
g sessions for staff, parents,			
o butter without being iched			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XXVI. Expansion/ Innovation	Anticipation of needs	
	Articulation pf procedure	
	Assessment of demand and resources	Surveying, interviewing
	Coordination of available resources	
	Evaluation and recording for future efforts	
	Persuasion of available resources	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
cipation of needs			
culation pf procedure			
ssment of demand and resources	Surveying, interviewing		PR
dination of available ources			Community
luation and recording for re efforts			
uasion of available resources			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXVII. Recruitment of Staff	Identify needs of program for particular talents, background		
	Organize a staffing pattern compatible with needs to budget		
	Realistic assessment of applicants and presentation of program and job to them		
	Orientation		
	Participation by those involved in working with the position		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
ntify needs of program for particu- talents, background			
anize a staffing pattern compati- with needs to budget			
listic assessment of applicants presentation of program and job them			
entation			
ticipation by those involved in king with the position			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXVIII. Volunteers	Recruitment, orientation, mutually-beneficial utilization of volunteers		
	Plant programs so volunteers with special interests can meet and work with children with special interests		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
uitment, orientation, mutually- ficial utilization of volun- s			
t programs so volunteers with ial interests can meet and work children with special interests			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XXIX. Transportation of Children	How to communicate to all concerned the procedure for transportation How to implement safety guidelines How to rest peacefully with incompatible demands of safety requirements, parents, fears, and budget	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
to communicate to all concerned procedure for transportation			
to implement safety guidelines			
to rest peacefully with incom- ible demands of safety require- ts, parents, fears, and budget			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXX. Organizational Survival	Develop borad base of support and purpose		
	Develop flexibility		
	Maintain sensitive evaluative and feedback systems/people		
	Encourage initiative and experimentation		
	Develop wide and diverse system of recruitment		
	Develop an agency sense of tolerance and respect for differences in response to particular situations or children or neighborhood		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
lop borad base of support and se			
lop flexibility			
tain sensitive evaluative feedback systems/people			
urage initiative and experimentation			
lop wide and diverse system ecruitment			
lop an agency sense of tolce and respect for differences esponse to particular situations hildren or neighborhood			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXXI. Live Within Your Means	Regularly assess goals, priorities, and costs; relate cost to service		
	Include buyers with providers to develop understanding between both groups in terms of budget, pocketbook and needs		
	Juggle accounts . . . put your money where the need is . . . and will be		
	Anticipate emergencies and plan for contingencies		
	Remain imaginative and flexible		
	Say no to extravagance, inefficiency, foolishness		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
ularly assess goals, priorities, costs; relate cost to service			
lude buyers with providers to elop understanding between both ups in terms of budget, pocket- k and needs			
gle accounts . . . put your ey where the need is . . . will be			
icipate emergencies and plan contingencies			
ain imaginative and flexible			
no to extravagance, ineffi- ncy, foolishness			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE
XXXII. Fiscal Affairs	A. The director will be able to lead the centers effort to make or find money	1. Availability of federal, state, local philanthropic funds
		2. Sliding scale
		3. Fee schedules
		4. Benefits to benefactors
	The director will be able to determine how much money is needed for what period of time	5. Salesmanship
		6. Professional fund raisers
		7. Grass roots dollars a. bake sales b. car washes c. cake walks d. bazaars e. spaghetti dinners
		8. Auxiliaries or service agencies
		9. Development of propaganda "blurb"
		10. Use of various media

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The director will be able to lead the centers effort to make or find money	1. Availability of federal, state, local philanthropic funds	Gwen Morgan	
	2. Sliding scale		
	3. Fee schedules		
	4. Benefits to benefactors	Augel	
The director will be able to determine how much money is needed for what period of time	5. Salesmanship	Russell Sage Foundation	
	6. Professional fund raisers	Corporations/ Trust Funds	
	7. Grass roots dollars a. bake sales b. car washes c. cake walks d. bazaars e. spaghetti dinners		
	8. Auxiliaries or service agencies	Community Structure	
	9. Development of propaganda "blurb"	Door to Door Television Radio	
	10. Use of various media	Newspaper Phone Canvass	

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXXII. Fiscal Affairs	B. The director will be able to set up and supervise an adequate fiscal accounting system The director will be able to research and develop new fiscal resource areas The director can relate the budget directly to goals of the organization The director can determine organizational priorities for budgetary purposes	1. Budget categories 2. Budget review 3. Add, subtract, multiply, divide--decimals, percentages 4. IN-KIND 5. Cost/cost-benefit analysis 6. P. P. B. S. 7. Debt/debt collection	H A C

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The director will be able to set up and supervise an adequate fiscal accounting system	1. Budget categories		
	2. Budget review	Hartley	
The director will be able to research and develop new fiscal resource areas	3. Add, subtract, multiply, divide--decimals, percentages		
	4. IN-KIND		
The director can relate the budget directly to goals of the organization	5. Cost/cost-benefit analysis	Abt Study of Child Care	
	6. P. P. B. S.		
The director can determine organizational priorities for budgetary purposes	7. Debt/debt collection		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXXII. Fiscal Affairs	C. The director will be fully cognizant of all non-salary costs of operation	1. Space 2. Heat, light, water, garbage 3. Social security 4. Workmen's compensation 5. Insurances 6. Capital expenditures 7. Maintenance	
	The director will be able to made his budgetary requests appropriate to scale of living of the community and to the economic situation		

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
he director will be fully cognizant of all non-salary costs of operation	1. Space 2. Heat, light, water, garbage 3. Social security 4. Workmen's compensation 5. Insurances 6. Capital expenditures 7. Maintenance		
The director will be able to made his budgetary requests appropriate to scale of living of the community and to the economic situation			

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXXII. Fiscal Affairs	D. The director will be able to develop an adequate record keeping system for fiscal affairs which meets all legal requirements, is accessible on a weekly basis, and affords a double check of accuracy	1. Double entry bookkeeping 2. Audit 3. Fee receipts	J

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
he director will be able to evelop an adequate record eeping system for fiscal affairs hich meets all legal require- ents, is accessible on a weekly asis, and affords a double check f accuracy	1. Double entry bookkeeping 2. Audit 3. Fee receipts	Jordan	Legal Aspects Decision-Making

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXXII. Fiscal Affairs	E. The director will be able to cross reference other records, where necessary, for fiscal control	1. Staff evaluations 2. Staff records (vacations) 3. Time schedules 4. Health records 5. Purchases 6. State/federal reimbursements 7. Petty cash	J
	The director will be able to have access to his own files in an efficient and effective manner	8. Accounts payable, receivable 9. Case histories 10. Progress reports on children 11. Board committee reports 12. Director reports	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The director will be able to cross reference other records, where necessary, for fiscal control	1. Staff evaluations		
	2. Staff records (vacations)		
	3. Time schedules		
	4. Health records		
	5. Purchases		
	6. State/federal reimbursements	Jordan text --referrals --menus --curriculum --statistical needs --attendance	
	7. Petty cash		
The director will be able to have access to his own files in an efficient and effective manner	8. Accounts payable, receivable		
	9. Case histories		
	10. Progress reports on children		
	11. Board committee reports		
	12. Director reports		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXXII. Fiscal Affairs	F. The director will be able to cut his budget, when necessary, with a minimum of cost in terms of services	1. Need assessment 2. Service/cost 3. a. Sinking funds b. Featherbedding (padding) 4. Redistribution of staff coverage 5. Cheaper help 6. Depletion 7. Enrollment proportion shifts 8. Reevaluation of physical space placement	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The director will be able to cut his budget, when necessary, with a minimum of cost in terms of services	1. Need assessment 2. Service/cost 3. a. Sinking funds b. Featherbedding (padding) 4. Redistribution of staff coverage 5. Cheaper help 6. Depletion 7. Enrollment proportion shifts 8. Reevaluation of physical space placement		

AREA	TASK	CONCEPT SKILL OR KNOWLEDGE	T
XXXII. Fiscal Affairs	G. The director will be able to engage in long-range planning so as not to have to cut the budget	1. Start-up funds 2. Keeping program within revenues	

TASK	CONCEPT SKILL OR KNOWLEDGE	POSSIBLE TRAINING SOURCE	SEE ALSO
The director will be able to engage in long-range planning so as not to have to cut the budget	1. Start-up funds 2. Keeping program within revenues		

APPENDIX IV

Curriculum Task Analyses

I. Educational Program/Curriculum Development

II. Child Development

III. Governance

IV. Legal Aspects

V. Fiscal

VI. Plant

VII. Staff Development

VIII. Continuity and Direction

IX. Interpretation

X. Administrative Theory

I. EDUCATIONAL PROGRAM/CURRICULUM DEVELOPMENT

At the completion of the training sequence, the director shall be able to determine

- --the educational purposes of the day care center,
- --learning experiences for children which lead to the accomplishment of these objectives, and
- --a means of evaluating the educational program designed.

A. Educational Purposes

B. Learning Experiences

C. Continuity, Sequence, and Integration of Skills

D. Evaluating Effectiveness of Learning Experiences

E. Evaluating Validity of Program

[redacted]

A. EDUCATIONAL PURPOSES

1. The director can identify the major characteristics of several different programs for young children, such as Montessori, British Infant School, Summerhill, etc.

2. The director can relate each of the above to use in a day care center.

3. The director can find examples of educational objectives for children, as derived from the previously mentioned educational concepts.

4. The director can analyze these objectives in terms of a day care center operation which is based on the needs of children. (See Child Development unit.)

5. The director can develop educational objectives for children which are in keeping with the over-all program goals, philosophy, values, and needs of the participants.

6. The director can evaluate the validity of these objectives in terms of their relatedness to center philosophy and their agreement with goals for children.

B. LEARNING EXPERIENCES

1. The director can list a variety of learning experiences related to each category of educational objectives.

2. The director can define those learning experiences which will best foster the attainment of the educational objectives.

3. The director can find examples of curricula for preschool children in all areas of the center's program plans.

4. The director can analyze these curricula according to their feasibility within the center (given the developmental levels of the children and the resources and facilities available).

5. The director can develop an original set of suggested learning experiences specifically related to the attainment of those objectives previously defined.

6. The director can evaluate the effectiveness of these activities in fostering behavioral changes and growth consistent with those indicated in the educational objectives.

[redacted]

C. CONTINUITY, SEQUENCE, AND INTEGRATION OF SKILLS

1. The director can identify the major steps of several different theories of sequential learning.

2. The director can rewrite in own words those steps in the learning process as related to how a child uses previously acquired skills in order to learn new ones.

3. The director can find examples of sequentially ordered learning experiences leading to attainment of specific educational objectives.

4. The director can determine the relevance of these examples to the educational objectives previously defined.

5. The director can develop a sequence of activities from those learning experiences and educational objectives already set out.

6. The director can evaluate this list in terms of its relevance to the continuity and integration of skills for children.

D. EVALUATING EFFECTIVENESS OF LEARNING EXPERIENCES

1. The director can list the qualities of effective learning experiences for young children.

2. The director can define in own terms the types of learning experiences which would be most closely matched with the center's philosophy, parent's values, and children's needs.

3. The director can find examples of evaluative techniques used to determine the effectiveness of learning activities.

4. The director can analyze these evaluative techniques in terms of their applicability to the center.

5. The director can translate other evaluative methods into a mechanism by which the effectiveness of the educational program can be determined in own center.

6. The director can determine the efficacy of implementing this mechanism in own center with given staff, parents, children, and particular type of program.

E. EVALUATING VALIDITY OF PROGRAM

1. The director can identify those aspects of center philosophy, parental values, and children's needs which must be the basis of the educational program.

2. The director can define in own terms how these factors can be integrated into the program so as to insure representation of the best interests of members of the total day care community.

3. The director can find examples of processes by which educational programs are evaluated in relation to continuing validity of goals and objectives within a changing day care community.

4. The director can analyze these means of program evaluation in terms of their usefulness within own center.

5. The director can translate these into a mechanism whereby evaluation of educational program can take place in a productive and creative manner.

6. The director can analyze this mechanism of program evaluation in terms of its relationship to the values and needs of day care participants.

II. CHILD DEVELOPMENT

The director will possess adequate knowledge of age-appropriate development and levels of readiness for integration of new behaviors which should be incorporated into a child care program.

A. Motor Development

B. Perceptual Development

C. Language Development

D. Cognitive Development

E. Psychosocial Development

F. Affective/Self-Concept Development

G. Coping Behaviors

H. Total Integrative Abilities

A. MOTOR DEVELOPMENT

1. The director can identify skills relating to large and small motor development in young children, and their sequence of emerging competency.

2. The director can relate in own terms theories of psychomotor development in early childhood.

3. The director can find examples of motor activities used in child care settings to enhance the development of these skills.

4. The director can analyze motor development activities and determine which are relevant to the center in terms of age and maturation levels of children.

5. The director can develop a program based on appropriate goals for children in the center in the area of large and small motor development.

6. The director can evaluate appropriateness of these goals in terms of normal expectations of preschool children's motor abilities.

B. PERCEPTUAL DEVELOPMENT

1. The director can list the various modes of sensory perception and their related abilities which undergo significant developmental change during the preschool years.

2. The director can interpret perceptual skills appropriate to the young child in terms of their relation to other areas of development.

3. The director can find examples of activities and experiences which are used to enhance the perceptual development of the preschool child.

4. The director can determine the feasibility of use of these activities in the center.

5. The director can adapt previous examples of perceptual experiences to the needs of children in the center.

6. The director can evaluate program goals in terms of children's increasing competencies in perceptual skills and integration of these and other abilities.

[redacted]

C. LANGUAGE DEVELOPMENT

1. The director can identify language skills which emerge during the preschool years.

2. The director can explain in own terms the development of verbal communication in young children.

3. The director can find examples of communicative skills in preschool children to substantiate explanation of emerging patterns of development.

4. The director can analyze language development of a given child according to normal patterns of development.

5. The director can devise program goals to respond to needs of individual children's development of verbal communicative skills.

6. The director can evaluate program goals in regard to progress of individual children and their language development.

D. COGNITIVE DEVELOPMENT

1. The director can identify cognitive skills appropriate to preschool children such as remembering, clarifying, conceptualizing, generalizing, etc.

2. The director can describe patterns of cognitive development in own terms.

3. The director can find examples of acquisition of cognitive skills and the interrelationships of emergence of motor, perceptual, and cognitive skills.

4. The director can analyze theories of cognitive development and their relevance to the child in a group care program.

5. The director can translate cognitive theories into program approach with the goal of enhancing the development of integrative abilities of children in the center.

6. The director can evaluate theory of instruction or program approach in terms of relevance to sequence and patterns of cognitive development in young children.

E. PSYCHOSOCIAL DEVELOPMENT

1. The director can list emerging stages of psychosocial development (as identified by such theorists as Freud, Erikson, et al.) and can determine what behaviors indicate a child's ability to best cope with his environment.

2. The director can define psychosocial development in terms of total integrative functions of preschool children.

3. The director can find examples of socialization skills and of factors which may enhance or inhibit this development.

4. The director can analyze various theories of psychosocial development and their applicability to children coping with a group care setting.

5. The director can determine goals of social behaviors for children in centers in terms of abilities to integrate experiences into coping behaviors.

6. The director can evaluate these goals in terms of socialization of children and relevance of teaching objectives to psychosocial competency of children in centers.

F. AFFECTIVE/SELF-CONCEPT DEVELOPMENT

1. The director can identify behaviors indicating child's awareness of himself as an individual worthy of respect.

2. The director can describe adult behaviors which contribute to child's growing feelings of self-respect and confidence.

3. The director can cite examples of program plans which may be used to encourage a positive self-concept on the part of young children.

4. The director can analyze program activities in relation to needs for integrating self-awareness into child's total ego-strength.

5. The director can plan program activities in which the goal of ego development of individual children is accommodated in the learning content.

6. The director can evaluate program activities in terms of their value in helping children develop a sense of personal worth as reflected in their coping abilities.

G. COPING BEHAVIORS

1. The director can list children's responses to situations which would indicate ability to cope with the variety of experiences encountered in a group care setting.

2. The director can describe behavioral qualities present in a child whose ability to adapt to new situations is indicative of his total integrative and coping skills.

3. The director can find examples of program activities which aim towards the growth of the child's adaptive and coping behaviors.

4. The director can determine those kinds of coping behaviors which are:
   a) most critical for the child's maximum adjustment to a group care setting, and
   b) most needing of support and reinforcement from the day care environment/community.

5. The director can develop program objectives relating to the goal of fostering development of adaptive and coping behaviors on the part of children in the center.

6. The director can review and revise program objectives on the basis of the degree to which children cope with the variety of ever-changing situations and populations within the day care community.

H. TOTAL INTEGRATIVE ABILITIES

1. The director can define the various areas of development as they dominate the preschool years and can list ways in which skills in each area depend on and influence skills in another.

2. The director can describe in own terms the optimal outcome of a child's ability to integrate his knowledge and abilities in all realms of development.

3. The director can cite examples of curricula used to insure interrelationship of activities across all developmental areas.

4. The director can analyze curricula in terms of end goal of child's total integrative abilities.

5. The director can plan a group care curricula so as to foster optimal satisfaction of developmental needs of children and to correlate areas of growth towards a healthy and whole child.

6. The director can examine curricula and determine its strengths and weaknesses in relation to the ability of individual children to integrate skills from each area of developing aptitude.

III. GOVERNANCE

A director can execute/guide in a responsive manner those levels of policy created or effected by a governing body responsible to that agency for efficient management of said agency.

A. Policies/Procedures

B. Lines of Authority

C. Contracts

D. Conducting Meetings

E. Focus--Control and Management

F. Theory on Organizational Structure

A. POLICIES/PROCEDURES

1. A director can recognize and define those policies wherein agency functions and structure.

2. A director can interpret the policy/regulations established in the operation of the given agency.

3. A director can expedite those policies developed to carry out the statement of purpose for efficient management of the agency.

4. A director can clarify between those policies effective for smooth and on-going management and those that are not.

5. A director can propose or initiate to the governing body new policies, to staff new procedures for broader and more enlightened control of the agency.

6. The director can bring to his governing board an evaluative measurement of the present policies/procedures for obtainable goals and objectives in policy making for the continuance and future operation of the agency. The director can evaluate those procedures for administrative functions in terms of obtainable goals and objectives for the on-going management of the agency.

B. LINES OF AUTHORITY

A director can carry out and assume a clear separation of power and lines of communication and authority created by the governing body for the establishment and functioning of the said agency.

1. A director can define what are those levels of authority and the separation of power, duties and responsibilities.

2. A director can understand how lines of communication and delegation of responsibility can create roles of power and authority.

3. By enacting a matrix or design set forth by the governing body the director can put into operation a clear description of lines of communication, those areas of responsibility for efficient functioning of the organization.

4. The director can analyze a hierarchical chart and can recognize areas of discrepancy in regard to channeling directives in the model.

5. The director can enact and administer those lines of authority given to him/her or be able to propose/project alternatives.

6. The director can put into use some measurement for the evaluation of the hierarchical model in an objective manner.

C. CONTRACTS

The director at the end of the course can enter into and recognize those implications and the consequences for making contractual agreements for the benefit of the given agency.

1. The director can define the meaning of a contract/contractual arrangement in those situations where such is necessary in the administration of the agency.
2. The director can categorize various contracts for their function and the correct content contained within necessary for the purpose the contract is to serve.
3. A director can use those contracts suitable for the transaction of any business arrangements contingent to the operation of the institution.
4. The director can distinguish between appropriate contracts for a particular purpose, and within that the necessary clauses or guarantees and those that are not.
5. The director can employ a particular contract or contracts with the agency effectively.
6. The director can evaluate the agency contracts entered into and whether these contracts are beneficial for the agency and protects the agency's interests.

D. CONDUCTING MEETINGS

A director can be prepared to preside/conduct/partake in meetings for the purpose of carrying on the intention, theories, philosophies, business of the organization to which she/he is affiliated by the conclusion of this course.

1. A director can identify and define those aspects conducive for the proper focus in behalf of his/her agency of the said meeting.
2. A director can utilize those components known to him/her relative to convening/presiding/participating in a meeting in accordance to his/her own perspective.
3. A director can distinguish those elements inherent to the task of a good chairman/moderator/member of a meeting to further the intention of effecting a productive meeting.
4. A director can seek out and use those techniques/models/examples which will increase the progress and growth of his/her ability to function as a leader/participant in a meeting.
5. The director can combine all the various resources available and include those talents/abilities within himself/herself in performing group session formal/informal.
6. A director can construct as an evaluative assignment an objective assessment of his/her performance in a meeting or its subsequent outcome. [redacted]

E. FOCUS--CONTROL AND MANAGEMENT

1. A director can identify those aspects of control and management for effective administration of the agency focus.

2. A director can define at least one aspect of control and management in terms of the focus of the agency.

3. A director can apply methods of control and management to the focus of the agency.

4. A director can compare different techniques or forms in regard to control and management which will effectively illustrate the focus of the agency.

5. A director can develop new models of control and management relative to his own agency's focus.

6. A director can measure the methods of control and management as they apply to the focus of the agency.

F. THEORY ON ORGANIZATIONAL STRUCTURE

A director can produce an organizational structure built or centered around his/her agency to illustrate the contribution and validity of that agency at the termination of this course on governance.

1. The director can identify at least one theory on the structure of organization.

2. The director can put in definitive terms at least one theory on organizational structure.

3. The director can apply in context one kind of theory to his/her own agency.

4. At this point a director can compare several theories on organizational structure for application.

5. The director can create a model for his/her agency within a framework of organizational structure.

6. The director can give evaluations or criticisms of his/her interpretation of organizational structure theories relative to his/her own organization.

[redacted]

IV. LEGAL ASPECTS

The director will be able to operate a center within the limits of and meeting the requirements of the laws of the state in which he operates.

A. Basic Legal Knowledge

B. Legal Policy--Board and Director Responsibility

C. Certification and Licensing

D. Rights of Students

E. Safe Place

F. Tort Liability

G. Financial Protection

H. Contracts and Contract Liability

[redacted]

A. BASIC LEGAL KNOWLEDGE

1. The director will be able to define a method for analysis of a legal problem; an appropriate search method; and identify books of primary authority, secondary authority, and books of index.

2. The director will be able to cite uses for each of the above.

3. The director will be able to locate the above materials.

4. Given the use of a source of legal materials, the director will be able to find laws, cases and principles applicable to other areas in this curriculum task analysis which call for the citing of cases and/or principles.

5. The director will be able to research a question of law applicable to day care operation and synthesize the applicable cases.

6. The director will be able to assess the futility of various legal resources against their applicability to day care operations.

B. LEGAL POLICY--BOARD AND DIRECTOR RESPONSIBILITY

1. The director will be able to define legal distinctions between board and administrative areas of responsibility and state the necessity for clear operational policy guidelines.

2. The director will be able to distinguish between board responsibilities and administrative responsibilities as it impacts policy making.

3. The director will find examples of day care policies which exemplify the board-administrator separation covering the areas of certification, rights of students, financial protection, and contracts.

4. The director will analyze the above found policies for their comprehensiveness and clarity.

5. The director will make his center policies legally sound.

6. The director will evaluate his policies against criteria for comprehensiveness (covers all areas of operation, provides for most conceivable situations).

C. CERTIFICATION AND LICENSING

1. The director will be able to list the certification and licensing requirements needed by both professional staff and non-professional staff and the center itself (teachers, plumbing, health, bus driver, et al.).

2. The director will be able to discuss these requirements with the affected staff members and the board.

3. The director will be able to locate the certification and licensing requirements for the staff and center in federal statutes and regulations, state statutes and regulations, and municipal codes.

4. The director will analyze his center's operation in terms of the applicable licensing and certification requirements and correct any violations.

5. The director will propose an idealized set of certification and licensing standards which covers his center's operation.

6. The director will assess the licensing and certification requirements of his state against the needs of his center and its clientele and communicate any discrepancies to the appropriate licensing and certification boards.

D. RIGHTS OF STUDENTS

1. The director will be able to define the basic rights of children in the areas of attendance, expulsion, interrogation, integration, corporal punishment, confidentiality of records, child abuse, instruction, including the term "in loco parentis".

2. The director will be able to define the basic rights of children in his own terms, and establish criteria for protecting these rights in his day care operation.

3. The director will find examples of the protection of these children's rights in the state statutes and center policy handbooks.

4. Given the applicable state statutes protecting children's rights, the director will identify those sections relevant to day care operations.

5. The director will prepare a set of policy guidelines which afford protection for children's rights.

6. The director will evaluate his set of policy guidelines concerning protection of children's rights in terms of utility and comprehensiveness.

E. SAFE PLACE

1. The director will be able to define the safe place law for his state.
2. The director will be able to indicate requirements of the safe place law to his center.
3. The director will collect all state, local, and national safe place laws and codes (including workmen's compensation) applicable to his day care operation.
4. The director will be able to locate cases in which the safe place law is applicable to day care situations.
5. The director will devise a program for continuing, periodic inspection of his center to assure its compliance with the safe place law.
6. The director will evaluate his inspection design against the safe place laws for his state.

F. TORT LIABILITY

1. The director will be able to list the elements of tort liability and negligence; and define a standard of care, safe place, libel, slander, and qualified privilege for his state.
2. The director will be able to discuss the elements of a tort and requirements for proof of tort in his own words.
3. The director will find cases and principles that illustrate the major elements of a tort action.
4. Given examples of proven tort liability, the director will analyze the cases to isolate principles applicable to day care operations.
5. The director will prepare an inservice program for his staff and board in order that they be able to accomplish objectives one and two above.
6. The director will evaluate the results of this course in terms of actions taken by the entire staff to prevent the possibility of a tort action being brought against the center and/or all of its staff and board.

G. FINANCIAL PROTECTION

1. The director will be able to articulate the requirements of need for stringent legal financial policies regarding protection of monies, responsibilities to funding agencies, maintenance of adequate insurances, and consumer rights; and find state statutes relevant to these areas.

2. The director will be able to identify at least two ways for each of the above areas in which stringent legal financial policies will benefit the operation of his center and two ways in which non-adherence to these policies would cause legal difficulties.

3. The director will be able to find examples of day care financial policies that provide concise, succinct legal protections for day care centers.

4. Given examples of centers' financial policies, the director will analyze them for legal strengths and weaknesses.

5. The director will devise center financial policy that provides legal safeguards in all of the areas in objective one above.

6. The director will evaluate his financial policy with regard to the applicable statutes in this area.

H. CONTRACTS AND CONTRACT LIABILITY

1. The director will be able to list the five elements of a valid contract.

2. The director will be able to define the five elements of a valid contract in layman's terms.

3. The director will be able to relate each of the five elements of a valid contract to day care operation.

4. Given a contract in several educational areas (e.g., teacher contracts, transportation, furnishing supplies, equipment and materials, construction of facilities, purchase of care), the director will analyze these contracts and make appropriate judgment about their utility in day care operation.

5. The director will be able to read and write contracts in areas of day care operation.

6. The director will be able to evaluate contracts he has written against the criterion of the five elements that constitute a valid contract.

V. FISCAL MATTERS

The director will design a system of collection and allocation of resources which reflects agency values, and which provides for the necessary measurement, control and evaluation of resources in the maximum implementation of those values.

Decision Rules

A. Develop A Normative Base for Financial Policy Decisions

B. Develop A Data Base for Financial Policy Decisions

C. Establish Perimeters of Use on Incoming Funds and Resources and Obligations

D. Integrate Priorities, Conditions of Use, Funds and Resources . . . The Process of Financial Policy Decisions

E. Integrate the Funds, Resources, and Priorities: the Budget

F. Manipulate the Elements of a Budget

G. Fiscal Control: Who Spends What

H. Audit: What Was Spent Where

I. Fiscal Evaluation

J. Fiscal Planning

Income

K. Fees

L. Fund-Raising

M. New Fiscal Sources

Outflow

N. Determine Staffing Pattern

O. Design A Salary Scale and Benefit Outline

P. Estimate Total Personnel Cost

Q. Delineate Governmental Imperatives of Fiscal Accountability [redacted]

R. Estimate Maintenance Costs

S. Establish Guidelines for Purchase of Equipment and Food

T. Write A Contract or Lease

U. Estimate Non-personnel Costs

V. Cutting the Budget

Characteristics of the Fiscal System

I. Values determine allocation of resources (money is a tool to accomplish objectives).

II. The organization of resources must meet legal requirements, the rules of regulatory agencies, fund source stipulations within the arena of the common interests of parents, children, staff and governing body.

III. Responsibility for program area is congruent with expenditure decision and authority.

IV. While the responsibility for various sequences of this packet can be allotted to several different groups or persons, dependent upon organizational structure, each aspect is a vital part of the whole process of accomplishing fiscal direction and control.

[redacted]

A. DEVELOP A NORMATIVE BASE FOR FINANCIAL POLICY DECISIONS

1. The director can identify the stated program and educational goals which have a direct bearing on fiscal matters.

2. The director will translate those goals into his own words within categories of income, outflow, or control of funds (decision-rule).

3. The director can find examples of actual cash flow or budget figure of income, outflow, and control goals in several programs of varying complexity.

4. The director can analyze these examples in terms of their weighted gross effects on the budgets at minimum, adequate and luxurious levels of funding.

5. The director given two sets of figures for a series of cost items in two budgets (which in total are identical), the director can develop a rationale in program and educational goal format which justifies two dissimilar weightings of income, costs, control.

6. The director can write a series of program goals and translate them into fiscal implications such that the format clearly indicates the choices within a decision of where to place incoming dollars.

7. The director can evaluate those goals/implications on grounds of comprehensiveness, accuracy, clarity, and continuity of translation from goal into budget percentage or dollar implications.

B. DEVELOP A DATA BASE FOR FINANCIAL POLICY DECISIONS

1. The director can identify the purpose and content categories of data necessary for informed fiscal policy decisions.

2. The director can translate these requirements into his own terms.

3. The director can find examples of such categories and the forms/measures used to calibrate the quantities.

4. The director can analyze and select those measures most relevant to his stated requirements of a data base.

5. Given a set of educational goals, the director can develop a series of measures, accounts and inventory which would aide policy-makers and decisions.

6. The director can evaluate these measures in terms of the previously stated purpose, requirements and content categories.

C. ESTABLISH PERIMETERS OF USE ON INCOMING FUNDS AND RESOURCES AND OBLIGATIONS

1. The director can identify the types of restrictions on uses of funds or resources, including locality, population, specific project, time limits, conditional cost, or evaluation of impact.

2. The director can interpret the content of these conditions in his own terms.

3. The director can find an example of such conditions as locality, population, project, time, cost or impact, and examine them for their potential ramifications on a program.

4. The director will analyze the relationships between condition of use and the flexibility of organizing resources to meet articulated needs and purposes.

5. The director will analyze his own income sources and their perimeters of use, their ramifications on program.

6. The director will review the purpose of the goals of those noted conditions, and evaluate their efficiency within the current implementation of those conditions.

D. INTEGRATE PRIORITIES, CONDITIONS OF USE, FUNDS AND RESOURCES . . . THE PROCESS OF FINANCIAL POLICY DECISIONS

1. The director can outline the sequence, steps and rationale of sound financial policy development. [Example: gather information, articulate purpose and needs, translate goals into costs, amend and modify needs and costs and resources into reasonable needs/goals, implement, gather information, feedback and evaluate . . .]

2. The director can recast this outline into chart form.

3. The director can identify the financial policy process in each of these examples: for-profit agency, Head Start, School-sponsored program, non-profit board operated, parent cooperative, church sponsored, family day care home.

4. The director can analyze each of the example processes on the basis of clarity of responsibility, continuity, and integrity of the component functions within the groups responsible.

5. The director can design a model financial policy decision process.

6. The director can review his program's process by comparison to his model.

E. INTEGRATE THE FUNDS, RESOURCES, AND PRIORITIES: THE BUDGET

1. The director can define the purpose and content categories of a budget.
2. The director can elaborate upon those categories with specific cost items and income sources for minimal, adequate, and luxurious levels.
3. The director can find several examples of budgets.
4. The director can analyze their purpose, content categories and organizing principles with regard to their utility in planning for expenditure or income needs.
5. The director can construct several model budgets with different content categories organized according to several different stated principles at several levels of adequacy--minimal, adequate, luxurious.
6. The director will review his own budgets with reference to his stated purpose and the extent to which the budgets relate available and estimated resources to stated goals, needs, and levels of support in the community.

F. MANIPULATE THE ELEMENTS OF A BUDGET

1. The administrator can define the function of a budget within the organization.
2. The administrator can define the meaning of flexibility among and within line item categories in a budget.
3. The administrator can locate several examples of budgetary flexibility, review and manipulation.
4. The administrator can analyze the relationship between specificity of budget, policy direction, and fiscal control.
5. The administrator can develop several examples within his organization's own budget which would illustrate budget function and flexibility.
6. The administrator can evaluate the utility of his examples and the appropriateness with relationship to his organization's stated purpose.

[redacted]

G. FISCAL CONTROL: WHO SPENDS WHAT

1. The director can define fiscal accountability, fiscal control, program responsibility and job position authority.

2. The director can translate those definitions into a money flow and communication chart.

3. The director can examine several systems of accounting and disbursement authority.

4. The director can analyze those systems for their efficiency in linking control with authority, responsibility, and knowledge of need.

5. The director can design a disbursement system which articulates accountability, responsibility, and review authority for fiscal decisions.

6. The director can evaluate the system to see whether it provides for decentralized decisions without fiscal chaos.

H. AUDIT: WHAT WAS SPENT WHERE

1. The director can identify the requirements of an audit system and several traditional mechanisms for conduct of an audit.

2. The director can distinguish between an internal and external audit.

3. The director can find examples of several audits and identify the sequencing of steps.

4. The director can analyze those steps in terms of the requirements of an audit system.

5. The director can design several sample audit systems and measures for an audit appropriate to his program.

6. The director can evaluate his systems and measures by conducting a test audit on some records to determine whether these systems/measures meet the above requirements.

I. FISCAL EVALUATION

1. The administrator can describe the purpose of fiscal evaluation and cost-benefit analysis.
2. The administrator can detail the characteristics of a system of cost-benefit analysis.
3. The administrator can find several examples of cost-benefit studies.
4. The administrator can analyze the examples to determine patterns of procedure and appropriateness to the child care programs.
5. The administrator can develop a proposal detailing several alternative approaches to a particular problem or high cost area in his organization.
6. The administrator can review his plan in light of his stated purpose, characteristics, and utility of proposal.

J. FISCAL PLANNING

1. The director can define the characteristics of sound financial planning--flexibility, non-dependency, reliability, adequacy, currency, appropriateness to community.
2. The director can find examples of poor financial planning.
3. The director can find examples of sound financial planning.
4. The director can extrapolate principles of survival or fall from grace in these examples.
5. The director can write two proposals offering planning advice, one to his own program, and one to one of his chosen negative examples.
6. The director can review the two proposals in light of the defined characteristics and principles of survival.

K. FEES

1. The director can define the characteristics of a set of decision-rules for the determination and collection of fees.

2. The director can narrate by graph or formula these rules.

3. The director can find examples of actual cost fees, sliding scale fees, scholarship-based fees, convertible fees, uniform-rate fees, and debit collection procedures.

4. The director can analyze each type of fee system for its ramification on the money requirements, eligibility criteria and program goals of the organization.

5. The director can construct a set of decision-rules and procedures for his program.

6. The director can evaluate those rules in regard to the above characteristics.

L. FUND-RAISING

1. The administrator can list the sequence and characteristics of an effective fund-raising drive, including its relationship to sound fiscal planning.

2. The administrator can recast these characteristics into a checklist form.

3. The administrator can find examples of strategies, case histories, and artifacts of both successful and unsuccessful fund-raising efforts.

4. The administrator can analyze the contrasting examples in terms of goals, mode, mechanism, and style.

5. The administrator can write a proposal for a fund-raising drive including sequences, organization of responsibility, style and mechanism for communication and collection.

6. The administrator can review his agency's money-raising efforts, and compare the agency with his proposal and example analysis.

D

M. NEW FISCAL SOURCES

1. The administrator can list several possibilities for new funding sources in areas of related or ancillary services, and special programs.

2. The administrator can identify several resources of energy, skill, or organization which might support a special project.

3. The administrator can examine printed and oral specifications for funding, and translate them into characteristics for a model program which would attract those new funding sources.

4. The administrator can outline the effects and implications on other aspects of the agency if the above funding were secured.

5. The administrator can develop a proposal and a strategy aimed at acquiring the funds of two of the fiscal sources identified above.

6. The administrator can evaluate his plan in terms of the characteristics listed in the fund-raising and fiscal planning sections.

N. DETERMINE STAFFING PATTERN

1. The administrator can identify federal, state and local laws and regulations and program goals which relate to staff ratio, size, qualifications, and supervisory/administrative/consultive roles.
   [Minimum way and labor laws, unemployment compensation, social security, fringe benefits, like vacations, sick leave, leave of absence, maternity leave, health insurance, lunch and rest periods, salary/wage controls, child/adult ratios, overtime, conditional fund use]

2. The administrator can interpret these requirements to his staff in a brief outline.

3. The administrator can locate examples of staffing patterns and of organizational decision-rules and goal statements with implications for the determination of the staff pattern.

4. The administrator can identify the common features of these decision-rules relative to size and goals of the organization.

5. The administrator can develop a statement detailing a set of rules for staffing patterns, and desired characteristics of staff.

6. The administrator can compare this statement with the legal obligations and goal implications of the program.

[redacted]

O. DESIGN A SALARY SCALE AND BENEFIT OUTLINE

1. Given a set of required and desired staff-child ratio, staff characteristics, and program goals, the administrator can identify other areas of decision like salary scale, legal and fringe benefit, and method of payment which contribute to total personnel costs.

2. The administrator can concisely explain to a staff person the meaning of such terms like wage, salary, social security, workmen's compensation, and unemployment benefits.

3. The administrator can find examples of organization salary scales, legal and fringe benefits, and criteria for salary increases (and the general methods these organizations use to estimate personnel costs, pay staff and monitor disbursement (minimum wage, average pay, cost of living, % of budget).

4. The administrator can analyze these examples as to how the salary/wage scales and the fringe benefits influence staff behavior, the relative fairness, discrimination or bias inherent in each pay scale and benefits, and the relative efficiency of disbursement.

5. Given program goals relative to level of staff salary and staffing pattern, the administrator can design an appropriate salary scale and legal/fringe benefit chart, and write an accompanying statement of projected implementation and impact on staff behavior.

6. The administrator can review the scale chart, and statement on the basis of program goals, specifying staffing and salary.

P. ESTIMATE TOTAL PERSONNEL COST

1. The administrator can list each component which affects the total personnel cost in a program, like staffing pattern, salary scale, absence, and seasonal flux of children or staff.

2. The administrator can list several formats to present estimated and actual personnel costs, which would include break-down by program, time unit, staff function, base and average pay.

3. The administrator can find examples of total estimates/actual expenses of personnel costs from agencies of varying complexity, goals, staffing patterns, and salary/fringe offerings.

4. The administrator can analyze these estimates/records for clarity of presentation and utility.

5. Given an agency staffing pattern, salary scale, attendance record and pertinent goal statements, the administrator can estimate total personnel costs for one week, one month, and one year.

6. The administrator can evaluate his estimate on the basis of appropriatene[redacted] to program goal statements, clarity, conciseness, and utility of presentation.

Q. DELINEATE GOVERNMENTAL IMPERATIVES OF FISCAL ACCOUNTABILITY

1. The administrator can list the major federal, state and local requirements applicable to four types of child care services--non-profit day care center, profit day care center, Head Start, and family-home care--in the area of taxes, money flow, profit, sales, property, financial policy formation, insurance, record-keeping and audit.

2. The administrator can organize these requirements into a format which easily translates them into a checklist or review chart.

3. The administrator can find examples of how organizations have met these requirements or on what basis they were able to obtain exceptions or conditional deviations.

4. The administrator can analyze the situations in which requirements were not, or exceptions were granted, and develop several rules and strategies for meeting the requirements or appealing the rules.

5. The administrator can develop a plan whereby his agency would seek to meet all of the rules listed above.

6. The administrator can evaluate the plan on the basis of comprehensiveness, appropriateness, and feasibility.

R. ESTIMATE MAINTENANCE COSTS

1. The administrator can list all possible major maintenance needs on physical plant and building systems, classroom furniture and apparatus, office and kitchen equipment. (Building systems would include utilities, insulation, lighting, snow/storm repair, security fire alarm and prevention, and pest control.)

2. The administrator can define possible sources or types of maintenance available: contract maintenance, preventive or crisis maintenance, in-house maintenance.

3. The administrator can find examples of maintenance plans and costs of centers of varying size and complexity.

4. The administrator can compare maintenance costs on a benefit-cost basis for each of the examples.

5. The administrator can estimate his agency's probable needs for a year and develop a plan for meeting those needs which would include criteria of selection and need.

6. The administrator can evaluate the plan in terms of the criteria, accuracy of estimated cost, appropriateness of estimate related to need.

S. ESTABLISH GUIDELINES FOR PURCHASE OF EQUIPMENT AND FOOD

1. Given types of equipment, material, and food items needed, the administrator can describe the sequence and criteria for purchase of those items.

2. The administrator can develop the requirements of an information base and procedure by which need is evaluated, including an inventory, evaluation, budget, requisition and petty cash, source and cost comparison.

3. The administrator can find examples of the purchase procedure and standards used by centers of varying size and complexity.

4. The administrator can analyze these examples to determine general patterns of purchase and the criteria used to determine "best buy".

5. The administrator can develop a plan of evaluating his agency's purchase needs, for the next year, and outline a procedure and criteria to guide purchaser.

6. The administrator can evaluate his plan by the requirements and criteria previously listed.

T. WRITE A CONTRACT OR LEASE

1. The administrator can list potential services, equipment, or items available through contract or lease arrangement.

2. The administrator can find several examples of leases and contracts for different types of service or equipment.

3. The administrator can compare examples and list major parts of a lease or contract (i.e., who does what at what price under what conditions with what responsibilities).

4. The administrator can develop a sequence of major steps to initiate, negotiate and implement a lease/contract arrangement.

5. The administrator can develop several contracts or leases for space, for transportation, for food and for laundry arrangements.

6. The administrator can evaluate the contracts or leases in terms of potential impact and/or advantage to his center.

U. ESTIMATE NON-PERSONNEL COSTS

1. The director can define the requirements and rationale for articulation of the non-personnel cost items in a budget.

2. The director can find examples of clustered cost items in several budgets for centers of varying size and complexity and identify the major categories of items.

3. The director can list categories and boundary-rules of all non-personnel items for centers of varying complexity (include maintenance, equipment, food, contracts or leases for service).

4. The director can analyze the categories of non-personnel costs in the several budgets, and determine the utility or resulting confusion of organization.

5. The director can design a budget categorization of non-personnel items and include sample costs of high, low and average costs/child.

6. The director can evaluate this budget categorization and the sample costs for comprehensiveness, accuracy, utility of organization and practicality in terms of community support or market.

V. CUTTING THE BUDGET

1. The administrator can list some operating principles for cutting a budget.

2. The administrator can translate these principles into words meaningful to a person new to child care.

3. The administrator can find examples of some stated operating principles and of some case studies of actual costs.

4. The administrator can analyze these examples for their effectiveness in trimming fat without cutting bone.

5. The administrator can, given his budget, cut by 5%, 10%, 20% rank excluded items by level of necessity with explanation of choice for minimal effect on quality of the program.

6. The administrator can evaluate his cuts by the listed operating principles.

VI. PLANT

By the end of the course on the physical plant an administrator will be able to optimally determine and direct an adequate and safe learning environment for young children and supervising adults with appropriate physical facilities.

A. Financing

B. Laws

C. Site--Location

D. Structure, Interior Space

E. Maintenance: Emergency, Repair, and Sanitation

F. Equipment

G. Staffing

H. Goals and Objectives

[redacted]

A. FINANCING

1. The director can list those categories of costs incurred in the purchasing, maintaining, operating the physical plant providing services for the needs of young children.

2. The director can state in his own terms those costs incurred by the maintenance of the physical plant.

3. The director can appraise the outlay of monies in proportion to the proposed expenditure for those particular items.

4. Given the sum of monies allocated for the functioning of the physical plant the director can determine when or what amount is appropriate in expenditure for a given purpose.

5. The director can efficiently relate and expedite a budget to the needs of the physical plant.

6. The director can develop, process, and execute a budget assessing future needs with respect to anticipated maintenance, operational costs of the physical plant.

B. LAWS

1. A director can cite those laws/regulations concerning the legality of operating and maintaining a physical plant for the welfare of children needing its use.

2. A director can identify which laws apply to his/her center.

3. The director can recognize the relatedness of such laws/regulations in terms of their application in physical settings so designated.

4. Given those laws/regulations necessary for compliance the director can compare them to what exists within the given location.

5. The director can plan those improvements necessary to bring his/her center in compliance to all laws/regulations.

6. The director can assess to what extent those laws/regulations are in compliance or necessary for the continuing function of a given center.

C. SITE--LOCATION

1. Given the agency a director can distinguish what specific objectives of physical elements are conducive for a growing environment for children in terms of its location/site.

2. A director can identify what factors are necessary to emphasize to improve the location or site available given the agency objectives.

3. The director can find what is available or provided within a given setting or location or what is appropriate for a given amount of children or need of development.

4. Given what is provided and what is ideal the director can project what fundamental choices would better improve the location or site appropriate for a learning environment.

5. The director can prepare a proposal or statement of what basic changes or alterations would most effectively fit the physical plant in a given setting or location.

6. A director can demonstrate that those changes/alternatives can effect and improve an advantageously safe, secure, and educational learning environment in a given site or location for a designated amount of children needing specialized care.

D. STRUCTURE, INTERIOR SPACE

1. A director can define what factors are important in regard to the physical structure of a given plant for the growth and care of children.

2. A director can cite those basic elements in terms of structure and interior space to a given physical plant.

3. A director can locate a physical plant with the important characteristics of structure and interior space necessary for a learning environment.

4. A director can analyze the structure and interior space with reference to the defects or assets that it may have as a physical plant.

5. A director can plan to alter or improve the physical plant where the interior space or structure may warrant changes.

6. A director can evaluate those improvements or changes in the structure/interior space of the physical plant for the welfare of young children.

[redacted]

E. MAINTENANCE: EMERGENCY, REPAIR, AND SANITATION

1. A director can list the basic operating systems within a physical plant and the necessity for on-going maintenance.

2. A director can distinguish a malfunction or breakdown of a given system.

3. A director can decide what is the resource in handling the particular situation.

4. A director can choose between the alternatives in regard to the upkeep of the specific task to maintain adequate functioning.

5. A director can delegate or direct an appropriate solution for continued performance of the said maintenance problem.

6. A director can evaluate the rationale of the factors involved in determining the decision/projection for handling the specific maintenance situation in the manner so described.

F. EQUIPMENT

1. A director can define the basic and/or sufficient amount of equipment necessary and its suitability for providing a healthful education and emotional stimulus for proper growth of child/children in learning centers.

2. The director can indicate those pieces of equipment (large or small, cognitive/motor, etc.) most conducive for an integrated learning situation within the physical plant.

3. A director can develop appropriate measures to verify the use of the kinds of equipment necessary to accommodate the utilization of such and how it can be used within the given plant in terms of money, space, use.

4. The director can decide which kind of or alternative type of equipment can best serve those children within a learning center or utilize that which is there to its best advantage.

5. A director can design the existing physical plant providing both indoors and outdoor equipment best suited for those children performing within the site.

6. The director can defend the choices made by measuring the extent of their effectiveness using the criteria developed. She/he can also project and evaluate for continued growth and enrichment those tools and equipment necessary for progress for the center.

G. STAFFING

1. The director can define the roles and kinds of coverage for adequate staff for the complete supervision of children within a center at all times.

2. The director can identify the times, stations, and availability of staff in relation to the situation of the programming within the learning center.

3. The director can make staff cognizant of prescribed limitations in order to enhance function of the normal routine program, the transition of changes, or in preparation for unpredicted occurrences which may occur within the environment.

4. The director can determine or choose the alternatives which may occur within the center in placement of staff to fully cover and protect the children in the situation.

5. The director can draw up a schedule of staff coverage time and responsibility to maintain protection of those children using the service.

6. The director can evaluate his/her staff schedule and coverage in terms of its effectiveness to the physical plant.

H. GOALS AND OBJECTIVES

1. The director can define those goals and objectives necessary for the optimum functioning of the physical environment provided for children.

2. The director can state those goals and objectives for the operation of the physical plant.

3. The director can find examples in terms of goals and objectives and their suitability to the physical plant.

4. The director can separate those goals and objectives in regard to the plant function which apply to the physical needs of the center.

5. The director can set goals and objectives in the operation of the physical plant in relation to the physical needs of the center.

6. The director can evaluate from time to time the goal and objectives and be able to translate their purpose even to the point of creating new directions.

VII. SUPERVISION, STAFF DEVELOPMENT

The director will be able to organize a comprehensive staff development program such that progress toward reaching the goals and objectives of the center is made in an effort which possesses continuity and which focuses upon maximum development of the individual staff members within the context of child/family benefit.

	A TASKS/ROLES	B JOB DESCRIPTIONS/ CAREER LADDERS	C ORGANIZATIONAL PATTERNS	D MANAGEMENT OF OBJECT
6	The director will evaluate his role descriptions in terms of feasibility and utility.	The director will evaluate his career ladders and job descriptions in terms of interrelatedness, internal consistency, comprehensiveness, and compatibility.	The director will assess his own grids (communication/ administration) in terms of efficiency and effectiveness of operation.	The director will evalu own system against crit M.B.O. (specificity, co siveness) and develop a for monitoring the impa M.B.O. on his day care
5	Given goals and objectives for the center, the director will be able to identify all of the tasks to be performed and to divide them into roles.	The director will prepare a comprehensive set of job descriptions and career ladders for his own center.	The director will prepare a model communicative/administrative network for his own day care organization or one he intends to build.	The director will propo M.B.O. system (includin service, format, and nu for his own day care op
4	The director will analyze extant role, task statements to identify those which seem appropriate to his operation and to further identify those tasks, roles in his operation for which no such statements exist.	Given job descriptions and career ladders, the director will identify those which appear relevant to his own use and identify others which need to be developed.	Given examples of communicative/administrative grids, the director will analyze them in light of the requirements of such grids for effective and efficient administration and communication.	Given examples of M.B.O M.B.O. systems the dire will choose a system an style which can most ap priately be used in his care setting.
3	The director will locate descriptive statements of tasks and roles available at day care centers of various sizes and interests.	The director will find job descriptions and career ladders for day care centers of varying complexity.	The director will find examples of communicative/administrative grid patterns in organizational settings including day care.	The director will find of M.B.O. contracts in tion fields related to childhood education.
2	The director will be able to cast the distinction between tasks and roles into his own terms and establish child-family oriented criteria for examining task-role definitions.	The director will be able to indicate the nature and necessity of "job description" and "career ladders" in his own terms and establish child-family oriented criteria for evaluating job descriptions and career ladders.	The director will be able to indicate the requirements of and need for an articulated administrative (dir./staff) communicative (responsibilities) grid pattern in his own terms.	The director will discus pros and 3 cons of M.B.O his own terms (one of wh is to include mention o effect of M.B.O. on chil and families).
1	The director will be able to define tasks and roles.	The director will be able to define the terms "job description" and "career ladders" and relate 3 reasons why they are necessary in any organization.	The director will be able to indicate the requirements of and need for an articulated administrative/communicative grid.	The director will be abl articulate the basic ele of a management by objec contract and articulate reasons for engaging in a practice in terms of development.

PMENT

The director will be able to organize a comprehensive staff development program such that progress toward reaching the goals and objectives of the center is made in an effort which possesses continuity and which focuses upon maximum development of the individual staff members within the context of child/family benefit.

B	C	D	E
JOB DESCRIPTIONS/ CAREER LADDERS	ORGANIZATIONAL PATTERNS	MANAGEMENT OF OBJECTIVE	IN-SERVICE
The director will evaluate his career ladders and job descriptions in terms of interrelatedness, internal consistency, comprehensiveness, and compatibility.	The director will assess his own grids (communication/ administration) in terms of efficiency and effectiveness of operation.	The director will evaluate his own system against criteria for M.B.O. (specificity, comprehensiveness) and develop a system for monitoring the impact of M.B.O. on his day care operation.	The director will evaluate his own in-service design against the criteria of adequacy he has established
The director will prepare a comprehensive set of job descriptions and career ladders for his own center.	The director will prepare a model communicative/administrative network for his own day care organization or one he intends to build.	The director will propose an M.B.O. system (including in-service, format, and purpose) for his own day care operation.	The director will develop a model in-service program fo his own operation (identifying resources, weaknesses, establishing goals, setting up adequate time, experiences for training to take)
Given job descriptions and career ladders, the director will identify those which appear relevant to his own use and identify others which need to be developed.	Given examples of communicative/administrative grids, the director will analyze them in light of the requirements of such grids for effective and efficient administration and communication.	Given examples of M.B.O. and M.B.O. systems the director will choose a system and a style which can most appropriately be used in his day care setting.	Given examples of in-servic programs for staffs in earl childhood settings the director will analyze them in terms of the criteria he has established for effective in-service.
The director will find job descriptions and career ladders for day care centers of varying complexity.	The director will find examples of communicative/administrative grid patterns in organizational settings including day care.	The director will find examples of M.B.O. contracts in education fields related to early childhood education.	The director will identify the key staff strengths, and resources which can be used in his own in-service program and will identify key weaknesses against which these can be pitted (force field analysis).
The director will be able to indicate the nature and necessity of "job description" and "career ladders" in his own terms and establish child-family oriented criteria for evaluating job descriptions and career ladders.	The director will be able to indicate the requirements of and need for an articulated administrative (dir./staff) communicative (responsibilities) grid pattern in his own terms.	The director will discuss 3 pros and 3 cons of M.B.O. in his own terms (one of which is to include mention of effect of M.B.O. on children and families).	The director will identify at least 3 ways in which in-service programming might benefit his operation and will establish criteria for effective in-service programming.
The director will be able to define the terms "job description" and "career ladders" and relate 3 reasons why they are necessary in any organization.	The director will be able to indicate the requirements of and need for an articulated administrative/communicative grid.	The director will be able to articulate the basic elements of a management by objective contract and articulate 3 reasons for engaging in such a practice in terms of staff development.	The director will define in-service programming as a vehicle for improving the quality of his day care operation.

7

VIII. CONTINUITY AND DIRECTION

At the end of the training sequence, the administrator will design a system whereby essential knowledge about the organization is recorded and shared throughout the program; further, the administrator will use this system to develop an orientation for a potential successor such that the successor demonstrates a working knowledge of organizational policy, people, resources, and sense of program history and direction such that the program survives the transition.

A. Record Significant Transactions

B. Organize Records Systematically

C. Evaluate Basic Directions

D. Encourage Comprehensive Communication

E. Develop Role Variety

F. Orient People New to the Organization

G. Stimulate Experimentation, Cooperation, and Flexibility

H. Implement Long-Range Planning

I. Design A Training Program For A Successor

[redacted]

A. RECORD SIGNIFICANT TRANSACTIONS

1. The administrator can identify basic characteristics of utility for his own records of experience: clarity, significance, currency, accessibility, generalizability and non-personalness.

2. The administrator can interpret these characteristics in his own terms.

3. The administrator can identify records which display these characteristics.

4. The administrator can analyze the forms and styles which aid clarity, significance, currency, accessibility, generalizability, and non-personalness.

5. The administrator can record experiences in a manner exhibiting these characteristics.

6. The administrator can evaluate his working records in light of these characteristics.

B. ORGANIZE RECORDS SYSTEMATICALLY

1. The administrator can list basic characteristics of utility for the organization of his records of experience: clarity, significance, currency, accessibility, generalizability, and non-personalness.

2. The administrator can recast these characteristics in his own terms.

3. The administrator can identify systems of categorization which display these characteristics.

4. The administrator can analyze the categories and storage rules which aid clarity, significance, currency, accessibility, generalizability, and non-personalness.

5. The administrator can store his records in a manner exhibiting these characteristics.

6. The administrator can evaluate his record system in light of these characteristics and storage rules.

[redacted]

C. EVALUATE BASIC DIRECTIONS

1. The administrator can identify the requirements for and need of a systematic and period articulation of basic agency values, policies, operations, and experiences.

2. The administrator can find examples of programs which do review policies and "negative examples", programs which do not periodically articulate policies.

3. The administrator can find methods and measures of basic values and policies.

4. The administrator can select those which are relevant and analyze the rationales for those choices.

5. The administrator can develop a comprehensive, inclusive plan for systematic review and articulation of policies which is to be codified into an operations manual.

6. The administrator can evaluate his agency's efforts in light of the developed plan and earlier defined requirements.

D. ENCOURAGE COMPREHENSIVE COMMUNICATION

1. The administrator can identify theories about communication as task-oriented or personal message.

2. The administrator can set these theories in the context of a small, large, or scattered organization.

3. The administrator can locate reports, case studies, charts detailing communication channels and modes.

4. The administrator can analyze these examples to highlight conditions conducive to sharing or non-cooperation, tasks or personal message.

5. The administrator can develop a set of information/decision grids for his own center, including both formal and informal ties.

6. The administrator can evaluate these as to whether such patterns hinder or facilitate the sharing of information among staff, parents, board and volunteers, and the communication of personal and task messages.

E. DEVELOP ROLE VARIETY

1. The administrator can articulate the benefits to individuals of providing role variety within the organization as well as temporary exchange or sharing of roles among participants.

2. The administrator can outline the benefits and purpose to the on-going organization for provision of a variety of roles.

3. The administrator can seek examples of exchange or sharing procedures for day care centers of various complexity.

4. The administrator can select those mechanisms of procedure and content which are relevant to his agency.

5. The administrator can design a plan to introduce other people to administrative roles and knowledge so as to assure continuity, participation, and sharing throughout the organization.

6. The administrator can evaluate this plan on the level of benefits to individuals and to the organization.

F. ORIENT PEOPLE NEW TO THE ORGANIZATION

1. The administrator can detail the desirability of encouraging each individual to contribute to the program on the basis of their particular perspective which might or might not include traditional modes of specialized knowledge.

2. The administrator can list categories of information persons completely new to the organization will need to know as they participate in program planning.

3. The administrator can find examples of orientation programs for centers of varying size and service.

4. The administrator can analyze the presentation and content of these programs to determine their utility.

5. The administrator can plan a system of orientation which will move individuals new to the organization into positions of minimal knowledge in order that the person can effectively operate within the on-going framework (a rights and responsibility sheet for parents, staff, sponsors, owners, board members).

6. The administrator can evaluate this system of orientation and support by the purposes and needs categories he has outlined in part one and two.

[redacted]

G. STIMULATE EXPERIMENTATION, COOPERATION, AND FLEXIBILITY

1. The administrator can list the reasons for raising the participants' interest in the needs/values/direction of the organization, especially the development of children.

2. The administrator can define the qualities of an organization which supports experimentation and cooperation.

3. The administrator can find examples of organizational innovation which succeeded and some which failed.

4. The administrator can analyze the characteristics of success and of failure for comparison with the qualities of organization listed above.

5. The administrator can develop a plan to stimulate experimentation, cooperation, and flexibility among participants.

6. The administrator can evaluate his plan in light of his listed requirements and rationale.

H. IMPLEMENT LONG-RANGE PLANNING

1. The administrator can outline the purpose for long-range planning.

2. The administrator can define the basic sequence and major areas of concern in a process of long-range planning, including participants, issues, program-wide discussion, and current program values.

3. The administrator can find examples of the process, content, and format of long-range planning in centers of varying size and complexity.

4. The administrator can analyze these examples in terms of comprehensiveness of process, clarity of presentation, and significance of issues.

5. The administrator can develop a plan to discuss a series of background papers dealing with five major issues in the organization's growth for the next five years.

6. The administrator can evaluate his plan on the basis of his purpose for long-range planning.

I. DESIGN A TRAINING PROGRAM FOR A SUCCESSOR

1. The administrator can articulate the purpose of an orientation for his successor.

2. The administrator can identify vital pieces of information which a successor would need to know in order to assume the administrator role, and group these pieces into coherent categories of knowledge/skill.

3. The administrator can find examples of administrator orientation/training programs.

4. The administrator can analyze those programs and select those aspects or sequences relevant to his program's needs.

5. The administrator can design one-day, five-day, 21.9-day, and one year programs of orientation for a successor.

6. The administrator can evaluate these programs on the basis of his stated purpose.

[redacted]

X. ADMINISTRATIVE THEORY

The day care administrator will be able to present an overlying theoretical base for the operation of his center which shows its utility for day to day as well as long-range planning and prediction.

A. Characteristics of Theory

B. Uses of Theory

C. Theory in Perspective

D. Theory and Research

[redacted]

A. CHARACTERISTICS OF THEORY

1. The director will be able to define concepts and theory.

2. The director will be able to list the essential characteristics of a theory in his own terms.

3. The director will find examples of organizational theory in the literature.

4. The director will be able to map relationships between theory, models, and constructs.

5. The director will develop a theory and model on some aspect of day care operation.

6. The director will evaluate this theory and model against the characteristics of theory.

B. USES OF THEORY

1. The director will list three ways in which theory can improve the practice of day care administration.

2. The director will be able to list three ways in which theory can improve the operation of his own day care operation.

3. The director will be able to find examples of the uses of organization theory specific to early childhood education in the literature.

4. The director will use a theory, be able to identify facts and events that indicate strengths and weaknesses in his own operation.

5. The director will organize facts and events that occur in his operation into a revised framework of processes, patterns, and relations.

6. The director will evaluate his own center operation in terms of its consistency with overlying theoretical constructs.

C. THEORY IN PERSPECTIVE

1. The director will be able to list three limitations of theory.

2. The director will be able to list in his own terms reasons for not showing unwarranted respect for experts, techniques, or research results.

3. The director will be able to cite possible examples of detrimental consequences to clients that would occur from the strict following of any one theory.

4. The director will be able to identify conflicts or potential conflicts in his organization as a result of conflicting theoretical beliefs held by center staff.

5. The director will be able to write a brief theoretical statement encompassing most aspects of his center's operation.

6. The director will be able to evaluate and refine his theory in terms of its contributions to day to day as well as long term operations and planning.

D. THEORY AND RESEARCH

1. The director will be able to define the terms: research, hypothesis testing, questions, and scientific method.

2. The director will be able to define the research process in his own terms.

3. The director will be able to find examples of research that tend to validate and/or disprove aspects of organizational theory relating to his center's operation.

4. The director will be able to define the relationship between theory and research.

5. The director will be able to develop a research scheme for evaluating at least two aspects of his program.

6. The director will be able to evaluate some aspect of his own center's operation using a theoretically-based research scheme.

APPENDIX V

Teaching-Learning Transactions for the Interpretive Function

A. Curriculum Task Analysis

B. Cognitive Organizer

C. Teaching-Learning Transactions

[redacted]

IX. INTERPRETATION

At the conclusion of the training sequence, the day care administrator will be able to present comprehensive written and oral reports to various reference groups such that they will evince comfort with the extent of their knowledge about the relative efficacy of the day care operation in relation to its goals and objectives.

A. Goals and Objectives

B. Measures

C. Items and Instruments

D. Data Organization

E. Asking Questions of Data and Decision Rules and Inference

F. Report Writing

G. Feedback Taking

[redacted]

A. GOALS AND OBJECTIVES

1. The director can define "goal" and "objective", differentiate between the two, and identify those issues which are to be expressed as goals and objectives.

2. The director can recast goal and objective definitions in his own terms and generate personal rules for identifying issues to be cast as goals/objectives.

3. The director can find goal and objective statements for day care operations.

4. The director can analyze collected goal and objective statements as to form and substance appropriating those which seem relevant.

5. The director can write appropriate goal and behavioral objective statements for his day care operation.

6. The director can review his own goal and objective statements against format requirements for M.O.'s and against philosophical considerations where his center is concerned.

B. MEASURES

1. The director can identify basic properties of measurement:
   --objectivity
   --reliability
   --content validity
   --measurement error
   --reactivity.

2. The director can recast basic measurement jargon into phrases and sentences of her own which carry accurately the meaning of those words.

3. The director can find measures which are being used to assess the efficacy of various day care programs.

4. The director will sort through available measurement tools and choose those which are relevant to his operation and identify areas for which measures must be developed.

5. The director will develop measures for areas of his operation for which none exist.

6. The director will monitor the quality of measures developed in terms of reliability, validity, and utility.

[redacted]

C. ITEMS AND INSTRUMENTS

1. The director can define five types of "items" and "tests" for collecting data relative to the functioning of a day care operation.

2. The director can interpret the meaning of item and test jargon in his own terms.

3. The director can find tests and items which appear to be relevant to gathering data on the functioning of his operation.

4. The director will sort through available tests and items to find those which are relevant to his operation and identify issues for which no tests or items exist.

5. The director will develop "tests" and "items" for those areas of his operation for which no items/tests exist.

6. The director will evaluate his tests and items in terms of reliability, objectivity, utility, and validity.

D. DATA ORGANIZATION

1. The director can define data and 3 basic ways of displaying it (tabular, graphic, and anecdotal).

2. The director will be able to define data and data types in his own terms.

3. The director will be able to identify data which has been or can be collected as the ongoing function of a day care operation and show how it can be displayed.

4. The director will sort through various reports on the efficacy of day care to find ways of displaying data of interest to him. He will identify areas in which no data forms are available.

5. The director will devise comprehensive data form(s) for handling data of interest in his day care operation.

6. The director will evaluate his data forms in terms of utility, comprehensiveness, and validity.

E. ASKING QUESTIONS OF DATA AND DECISION RULES AND INFERENCE

1. The director will be able to identify questions which can be asked of a given set of data and will be able to generate decision rules for each data question with subsequent inference statements which can be made.

2. The director will be able to define data questions, decision rules, and inferences in his own terms.

3. The director will find examples of questions asked of day care data, decision rules employed, and inferences drawn from such data and rules.

4. The director will analyze the data sets, decision rules and inference drawing with respect to his own operation to identify those which he can appropriate and those areas for which new sets, rules, and inferences must be made.

5. The director will develop a comprehensive set of descriptions for data sets, decision rules and inference drawing for his operation.

6. The director will evaluate his data sets, decision rules, and inference possibilities in light of philosophy, validity, and comprehensiveness issues.

F. REPORT WRITING

1. The director will be able to list the sections of a comprehensive evaluative report and indicate the content of each section following a specific style manual.

2. The director will be able to define the characteristics, parts, and contents of a comprehensive written report in his own terms.

3. The director will find examples of written evaluative reports of day care operations.

4. The director will analyze available written evaluative reports and make appropriate judgments about their relative utility for his purposes.

5. The director will develop an outline of an appropriate report for his operation showing mock figure and tabular entries.

6. The director will evaluate his report outline in terms of the style manual requirements and the issue of comprehensiveness.

G. FEEDBACK TAKING

1. The director will be able to define feedback as a return message, a natural consequence of any attempt to communicate.

2. The director will be able to define feedback in his own terms.

3. The director will be able to identify feedback in written and transcribed forms as it occurs.

4. The director will be able to analyze feedback (written, verbal) into content and intent and articulate the importance of dealing with both.

5. The director will develop a set of guidelines for dealing with evaluation report feedback including accommodation activities.

6. The director will analyze his program for feedback taking in terms of internal and external criteria.

[redacted]

Advanced Organizer

IX. INTERPRETATION

Day Care Administrator Training Project
Office of Child Development Number OCD-CB-333

University of Wisconsin Extension
Center for Extension Programs in Education

by

Robert E. Clasen, Associate Professor
Extension Education

[redacted]

Fundamentally, administration can be divided into three parts: planning, implementing and interpreting. In this section, concern will be focused on the third of these, interpretation.

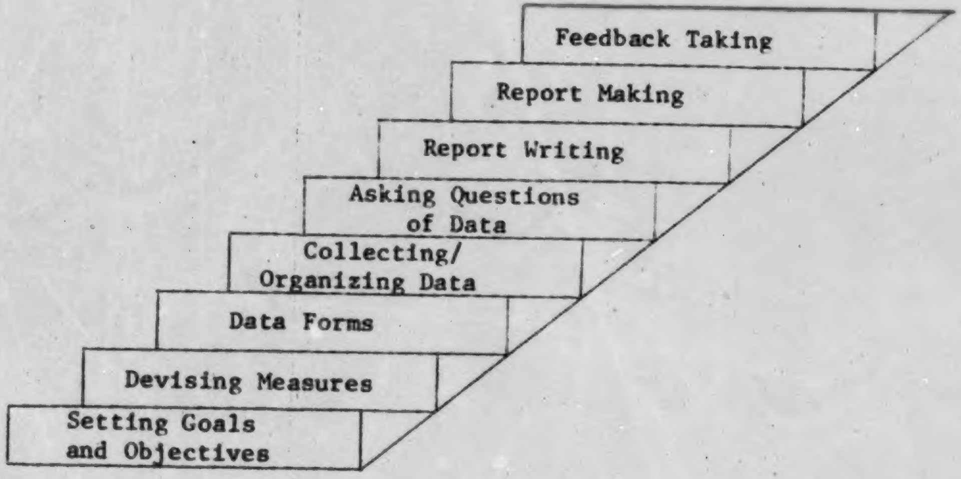
To fulfill the interpretive function of his role, the day care administrator must commit himself to three separate processes: 1) the collection, 2) the organization, and 3) the dissemination of information about the functioning of various aspects of his day care operation. And the kind of information to be collected, organized, and disseminated must be related to: 1) the audience for whom it is intended and 2) the use to which that audience will put it.

Some possible audiences for information about day care operations include:

1. The Funding Agency
2. The Policy Board
3. The Director
4. Parents
5. Staff
6. Children
7. The Community at large.

The basic drive behind interpretation is human curiosity; everyone is curious to know how things with which he identifies are doing. The collection, organization, and dissemination of information about "how we're doing" is merely a formalization of that basic curiosity.

The second purpose of information gathering, organizing and disseminating is to help in the decision-making process. Decisions must be made. All too frequently decisions made in day care are made on the basis of intuition or convenience. It is a basic premise, here, that decisions which benefit from information are better than (although not necessarily different from) intuitive


Feedback Taking
Report Making
Report Writing
Asking Questions of Data
Collecting/ Organizing Data
Data Forms
Devising Measures
Setting Goals and Objectives

SEVEN STEPS IN THE INTERPRETIVE FUNCTION

[redacted]

decisions because

1. It is possible to defend informed decisions on rational grounds, and
2. The impact of decisions based on information can be monitored by collecting more of the same kinds of information over time.

For the day care administrator to fulfill the interactive function adequately, he must first develop a commitment to taking at least one-third of his time for important aspects. Secondly he must acquire and maintain a series of knowledges and skills:

1. Setting goals and objectives,
2. Designing ways to measure the attainment of goals and objectives,
3. Developing mechanisms (instruments) for collecting information (data) about the attainment of goals and objectives,
4. Organizing information so that questions may be asked of it,
5. Asking questions of data,
6. Writing reports,
7. Making reports,
8. Taking feedback when reports are made.

Each of these will be described briefly in the next section.

Setting Goals and Objectives

Without goals and objectives, interpretation is impossible. It is impossible to tell how well you are doing unless there is some way of knowing how well you wanted to do in the first place. The process of determining how well you wanted to do, or where you are going is the process of determining goals and objectives.

The day care administrator has the fundamental responsibility for setting goals and objectives for day care programming. But he should not do it alone. It is a fundamental tennet of human behavior that we are more likely to own that which we have had a part in creating. And since day care involves a significant part of lives of persons other than the director:

--The children whose lives are at stake
--The parents whose family is at stake
--The board whose existence is at stake
--The funding source whose money is at stake

these persons should have a guaranteed role in the goal-setting process.

Three basic operations are involved in goal-setting:

1. Gathering information (input) prior to writing goals and objectives,

2. Writing the goals and objectives,

3. Validating the written version of the goal/objective statement.

Once goal and objective statements exist, it is possible to turn to the second step in the interpretive function: designing ways to measure goal attainment.

Designing Ways to Measure Goal Attainment

The whole process of measurement, at first glance, seems to be highly technical. Yet anyone can learn the basic principles of measurement--and the day care administrator must.

The first principle is that how something is measured depends upon what it is. Land can be measured in square feet, water in gallons, and temperature in degrees. Most things can be measured in several ways; for example, sound can be measured in pitch, timbre, and loudness. And while not everything in day care can be calibrated in square feet, inches or degrees, almost everything can be measured somehow.

The second principle of measurement is that it is a process of assigning numbers to rational units. The number system is neat and orderly. One can assume equal distances between consecutive numbers. Day care is not neat and orderly; it involves human behavior and organizational qualities. Yet a way must be found to assign numbers to behaviors (by counting) and to qualities (by finding symptoms).

Following from this, the third principle of measurement deals with the qualities of measures themselves; they must be valid, reliable, objective, and useful:

1. A valid measure is one which measures what it is supposed to measure.
2. A reliable measure is one which measures accurately and consistently.
3. An objective measure is one which produces the same result regardless who uses it.
4. A useful measure is one which produces information which can be used.

Any measure which does not contain these qualities can lead to inaccurate or misleading information.

Data Collection Forms

Once the day care administrator has determined what information is to be collected and what measurement strategies to use, he can begin to think about collecting the information in its raw form, data.

Data are bits and pieces of information resulting from the measurement process. They are not reality, rather they represent reality in a numerical and therefore manipulative form.

The task for the day care director, once he knows how he wants to measure those indexes of institutional function of interest, is to organize forms for collecting the data these measures produce. Such forms can have many names. Among the common ones are records, check lists, tests, and instruments.

The critical characteristic of the data collection form is that it must help the director to gather the required data rather than get in the way of data collection. This means that simplicity and economy are primary considerations.

Organizing Data

Once data have been collected, they must be organized. One of the greatest wastes of time in any organization is the collection of tons of information (data) which will never do anything but lie in folders or collect dust. Accordingly it is incumbent upon the director to have some plan for organizing (filing and retrieving) data once it has been collected. Again there is a direct relationship between the kind of data collected and its appropriate organization. Also entering into the question of data organization are considerations such as the frequency with which it will be used, security requirements, and accessibility to multiple users.

It is quite clear that anecdotal information acquired with regard to the psychiatric referral of a student will require different handling from daily attendance figures.

Asking Questions of Data

Once data have been organized so as to be storeable and retrievable the administrator (and others) is now in position to begin to ask questions of the data. The critical problem here is knowing how to ask questions of data.

The first consideration in asking questions of data is the development of decision rules. A human temperature of 106° F is not a meaningful piece of information until one knows that "normal" temperature is around 98.6°F. Accordingly for every question asked of data, a decision rule should be generated in advance. A thirteen percent absenteeism rate is not particularly distressing until one realizes that only a 10 percent rate was allowed for in the budget.

A second consideration in asking questions of data is that the administrator must be willing to add, subtract, multiply, divide, and graph. A single data point is usually relatively meaningless (one day of 13% absence will not break the bank). Therefore data points must be combined in various ways. And since data points are primarily numerical indices of function, it is important that the administrator know how and when to use these basic operations to gain information.

And finally, the administrator will realize that asking questions of data is the surest way of determining the utility of the current data and of deciding which additional data need to be collected.

Writing Reports

Having asked questions of data and gotten answers in terms of pre-determined decision rules, the day care administrator will, invariably, be required to share his information with others. And while this may be done verbally, spontaneously, and informally, chances are good that the administrator will be better served by organizing information in a written form:

1. For ease in dissemination,
2. For objectivity in dissemination (self-protection), and
3. For historical purposes (use in future decisions).

The key issues in report writing are conciseness and style. While it may seem pedantic nonsense to organize written reports around a particular and consistent format, it is important to do so:

1. To be sure that the writer has included all crucial information, and
2. For ease in accessing the salient features of the report.

Whatever the format selected by the administrator the report should always

[redacted]

present the rationale for the report, the salient features and timing of data collection, organization, and manipulation (including decision rules). Where feasible, a sufficient amount of data should be presented so that interested readers can consider plausible alternative interpretations.

Adhering to a relatively standardized report format also tends to insure brevity. It does this by forcing the administrator to address himself to specific issues in a pre-determined sequence. This tends to short-cut incipient ruminations about tangential topics.

Report Making

Having written a report, the administrator is not in a position to assume that the information contained in it will reach all relevant reference groups. Even placing a copy of the report in the very hands of persons in relevant reference groups will not assure this--even if each of them reads and understands it.

This is true because of a phenomenon called collective consciousness. It is one thing to read and understand something; it is another thing to be in a group of people each of whom thinks he understands something, and then realize the extent to which the meaning of words is dependent upon not only the context in which they are written but the context in which they are perceived. Accordingly, the administrator will want to 'check out' the dissemination of his written report by giving a report to the relevant reference group at an appropriate time and setting. And the critical issue in report making is learning. The administrator should present the report as he would a lesson and be unsatisfied with his 'teaching' until he has assured himself that learning has occurred.

Reading an available written report is probably the least effective (certainly the least affective) way of giving a report. The art of report-making includes utilizing effective teaching skills (verbal communication, visual aids, interspersed questions) in presenting the kernel of the report and the implications the administrator will draw from it.

Feedback

Whenever one person (a director) communicates with another person or a group, he sends out a message. Upon sending out the message, the director must be ready for a response. The response to his message may be:

1. Agreement--This will be communicated by a nod, a verbal statement, or some behavior showing agreement.

OR

2. Disagreement--Communicated by a shake of the head, a verbal statement or some behavior showing disagreement.

Response to a message has been termed 'feedback'. Feedback always occurs in response to any message. In addition to agreement or disagreement feedback might take the form of no overt gesture or verbal response.

The wise director will know that no response is 'feedback' and that he must 'check out' the exact meaning of the lack of response. It might mean lack of hearing or of understanding; it could also mean sullenness or passive resistance.

Having sought feedback, the director must now be able to cope with it. No one enjoys being told--either explicitly or implicitly--that he is doing a bad job, or that his presentation was boring or confusing. Yet this might well be the message. And the director must learn to deal with it. He must learn to separate personality from fact, and to accept facts from persons he really doesn't like.

Rather than being threatened by feedback--even negative feedback--the director must learn to recognize feedback, to seek it out, and to clarify it when he is in doubt about its content or intent. And by learning how to accom-

[redacted]

modate feedback at all levels and from all quarters, the director will become free to use the feedback he gets.

Using feedback brings the interpretive function to its fullest meaning. Data from feedback can be put back into the enterprise at any level any time. In this way the interpretive function can feed on itself to cause program improvement.

IX. INTERPRETATION

Part A
Goals/Objectives

Knowledge/Comprehension
Sections 1/2

Day Care Administrator Training Project
Office of Child Development Number OCD-CB-333

University of Wisconsin Extension
Center for Extension Programs in Education

by

Robert E. Clasen, Associate Professor
Extension Education

January, 1973

[redacted]

Child care centers exist for many purposes. One purpose might be to provide a community resource in which the developmental needs of children can be met. Another possible reason for the existence of child care centers might be to free parents to be employed. In the first instance, emphasis is on the child. In the second instance the emphasis is on adults.

Some child care centers exist so that store-owners and factories can assure themselves of a steady labor source. Some exist so that parents will have greater freedom of movement (to shop). Some child care centers exist for the operator to make a livelihood. Some centers exist to turn out a monetary profit for a parent corporation.

Some child care centers exist because some of those people who are capable of being mothers and fathers are incapable of being parents; accordingly, society protects the child--from these mothers, fathers, or both by placing him in a child care center.

The purposes around which a child care center is organized can be called its "goals". From the previous examples, it is easy to see that the organizing principles, (goals), for the existence of child care centers can vary greatly.

None of these goals is a "bad" goal. Like everything else, there is room for variety in the establishing principles (goals) of child care centers.

Whether goals exist in writing or not, every center has them. The process of defining goals explicitly and of organizing them into written statements is a valuable process for every child care center to undertake:

1. Because goals which are in the director's head, only, can not be used to guide the behavior of others.
2. Because unwritten goals are likely to change with each pressure (personal, economic), regardless of the nature of that pressure.
3. Because the process of clarifying goals often leads to a statement of operations which help parents, teachers, and children produce, more efficiently, that which is desired.

A goal, then, is a statement of intent. It is an organizing theme around which a child care center can be begun and operated.

OBJECTIVES

In contrast to goals, objectives are statements of intended outcome, which if obtained will maximize the likelihood that the goal will be achieved.

In the examples given earlier, one possible purpose (goal) for a child care center was to meet the developing and developmental needs of children. Within the context of this goal, several objectives are possible.

1. An objective relating to survival needs: nutrition, air, water.
2. An objective for protective needs: particularly protection from pain and fear.
3. An objective for love needs: children must establish a 1:1 relationship with an adult early in life or suffer the consequences of that failure subsequently.
4. An objective for ego needs: to be sure that the child sees himself in a good light as the possessor of dignity and worth.
5. An objective for self-actualization needs: to assure the child that he will have every opportunity to become the best possible person he can become.

The example is a little long--but the point is that within a goal there may be several conceivable objectives.

Objectives, like the goals for an organization, should be written. And they should be written in a behavioral format. You will learn that a measurable objective specifies

Who?

Will do what?

To what extent?

And under what circumstances?

Remember, goals and objectives, to be useful for program planning, budget making, and evaluation, must be measurable.

Go on to Page 4

Measurable Objectives

Definition: A measurable objective is a statement of an intended outcome in terms of what the client will be able to do.

Characteristics of a Measurable Objective:

1. It is stated in terms of the client.
2. It states observable behavior which can be measured.
3. It specifies the important conditions under which the behavior is to occur.
4. It specifies a minimum level of acceptable performance.

The Measurable Objectives for this Package are:

1. Without references, you will be able to write the definition, as cited in this unit, for a behavioral objective.
2. Without references, you will be able to write the four characteristics of a behavioral objective which were cited in this unit.
3. Given a list of objectives, you will be able to discriminate between those which are behavioral and those which are not.
4. Given a list of pairs of objectives, you will be able to select the one of each pair which is more nearly stated in behavioral terms.
5. Given an objective and a list of characteristics, you will be able to identify the portion, if any, which describes (a) behavior, (b) conditions under which the behavior is to occur, and (c) the minimum level of acceptable performance.
6. Given an objective which is not stated in behavior form, you will be able to rewrite the objective in behavioral terms.

Terminal Behavior 1: You will select a goal from your center and write five (5) technically accurate, measurable objectives appropriate to the goal.

Evaluation

You should achieve the following:

1. 90% accuracy on all self tests and the final evaluation.
2. Successful completion of the Terminal Behavior.

1. If you feel you can already master these objectives go directly to Self Test 1 on page 10 which will assess objectives 1, 2, 3.
2. If you feel you cannot master these objectives yet, read the following article Writing Objectives for Child Care Programming Instruction. Other text media available if you wish, include Preparing Instructional Objectives by Robert Mager.

* * * * * * *

WRITING OBJECTIVES FOR CHILD CARE PROGRAMMING INSTRUCTION

Too often the day care person has beautiful but vague ideas about the purposes of his centers, his teaching or his parent interaction, but has not forced himself to go through the task of setting these down on paper. He chooses his methods and details according to many criteria, very seldom calling on the "non-existent" objectives he is supposedly carrying around in his head. He then wonders why the center fails to achieve what he wanted it to achieve or why others withdraw their support or why children do not seem to be progressing.

The techniques outlined here are of interest to the day care administrator who desires a practical method of defining more precisely the specific goals and objectives of his center and programs. A Behavioral Objective (B.O.) is a statement of intended outcome of instruction in terms of what the learner will be able to do. The general ideas are based on approaches presented by Robert Mager in Preparing Objectives for Programmed Instruction, 1962, Fearon Publishers, Inc.

NOTE: This pac was adapted from WRITING OBJECTIVES FOR PROGRAM INSTRUCTION OR ANY INSTRUCTION, by Mrs. Mary B. Craig, Research Assistant, University of Iowa--Iowa City.

The specific objectives of this presentation are as follows:

1. The learner will be able to write the definition for a behavioral objective.
2. The learner will demonstrate his knowledge of the four important parts of a specific objective by being able to state them in writing from memory.
3. The learner will demonstrate his understanding of the criteria for behavioral objectives by selecting from a given list of ten objectives those objectives which meet the criteria of a good objective, with no more than three mistakes.

FOUR BASIC STEPS

Before going into the details of the four steps involved in writing specific objectives, there are some general considerations to be made.

> Objectives should be clear and concise. The administrator should not be concerned with writing something beautiful and flowery. He is not producing a work that the literature critic will judge. He should be interested in writing his objectives so that anyone who is knowledgeable in the subject can read and know precisely what is meant. There should be no room for misinterpretation.
>
> The objectives should be realistic and fit the use for which they are written. If the reader thinks this is unworthy of comment, all he needs to do is to examine critically almost any published list of objectives.
>
> Objectives should be attainable and capable of being measured. Specific objectives listed for a particular center or program should be claimed only if the center program develops them to a significant degree.
>
> And last of the general considerations, there should be only as many objectives as are necessary.

The details of writing a specific objective can be divided into four basic parts or steps, all of which are necessary parts. First, they should be stated from the point of view of person or thing who will do the behaving. The second step is one of stating what is expected in behavioral terms. Third, the conditions under which this behavior is to occur should be described,

[redacted]

and *fourth*, the level of proficiency is to be stated. It should be pointed out at this stage that there is a close relationship between the learning involved and the behavior to be obtained and that these *must be compatible with each other*.

Now look at each step in detail. (One) At *first* glance it may seem unnecessary to say that an objective should be stated from the doer's point of view. If you will look at objectives as commonly written you will see that this is a crucial point. Many think in terms of what *they* will do, and so write statements such as, "encourage the parent to," or "stimulate the child to." This type of objective is stated from the teacher or director's point of view and can lead to unnecessary pitfalls. An objective should always start with the learner or the doer and go on from there.

The *second* important part in writing an objective is stating it as an observable behavior. When it is said that an objective should be stated as an observable behavior, we are talking about the behavior the doer is to exhibit in order to demonstrate that he did what he was expected to do. When writing an objective one must be as specific as possible in the choice of words describing the behavior. A good rule of thumb to follow is one of trying to visualize the behavior as stated. For example, "the child is to develop an appreciation for the democratic way of life."

If we ask five people to write down exactly what the student is doing when he is demonstrating the attainment of this objective, it is suspected that we would get several different answers. In this example it is difficult to picture or visualize the behavior. If there is considerable difficulty in describing or if each description is different, then we know that the statement has not been specific enough and is open to misinterpretation. After writing the observable behavior it is a good idea to close our eyes and see if we get a

[redacted]

picture of the student's activity. If not, then the steps should be retraced and rewritten.

In addition to stating the behavior in an objective, a *third* important part is specifying the conditions under which the behavior will be performed. Will there be a time limit and specific place where he is to perform? If so, this should be included in the objective. If no time limits are stated, we can assume that they are not conditions which have to be met. If this cannot be assumed, then *make sure the pertinent conditions are included*. Since the attainment of measurement of many objectives is based on tests of some kind, the testing situation will probably best describe the conditions.

The *fourth* step is one of stating the acceptable level of performance at which the behavior is to be demonstrated so that we can determine success or a failure. Just how well is the doer to perform to be able to say he has succeeded? In the case of repairing a toy car, would we say that the learner was successful if he makes it run? If the objective is one of having knowledge of the parts of a flower and demonstrating this knowledge by pointing out and naming each part, with how many different kinds of flowers should the learner be able to do this? One? Two? Ten? Does he have to know all of the parts or just some of them? Can he get along by being able to name half of them? This will usually be a *subjective determination made rather arbitrarily*, but it should be based, as much as possible, upon the knowledge the teacher has concerning the particular group of learners and the difficulty of the task. If the administrator's expectations are too low or too high some alteration may be needed. The best advice that can be offered at this point is to be as realistic as possible. Even though the director may have limited experience, he should set some level of proficiency.

[redacted]

In summary we can say that the four important steps in writing a specific objective are found in the answers to the following questions:

1. Who is to perform?
2. What is the terminal behavior?
3. Under what conditions will it be demonstrated?
4. What degree of level of proficiency is to be met in order to succeed?

One other important point should be made concerning the relationship between the parts of an objective. If the objective states that "the student is to develop skill in writing objectives" and the evaluation is based on ability to state the five steps in writing objectives, then there is no agreement between the objective and the evaluation. The objective has stated that the student will write objectives, but the evaluation has measured ability to state steps--not write objectives. In order to find out whether the learner has developed skill in writing, the evaluation must be based on a demonstration of writing objectives.

[redacted]

SELF TEST 1

In order to determine whether you have met the objectives of this presentation try the following:

I. Define a behavioral objective.

II. Name in writing four important steps or parts of a specific objective.

III. Which of the listed objectives meet all of the requirements of a good specific objective:

1. The child will learn how to get along in social situations.

2. The total parent community will contribute not less than 40 hours of volunteer help for each week that the center is open.

3. The nutrition aide will ascertain through dietary discussions, menu planning, and checkups with all parents that each child is ingesting at least 2,000 calories a day and that the seven basic food groups are included, adjusting the center's menu to accommodate that goal.

4. All children will learn the alphabet.

5. The teacher will teach the kids to play hop-scotch.

6. The health volunteer will present written evidence that each child enrolled has had corrective attention by a licensed physician for all identifiable, remedial defects of sight, hearing, or locomotion.

7. Each child will be able to recite his favorite, four line, song.

8. The teacher, during in-service, will learn how to read a curriculum task analysis so that she can subsequently write one for the center.

9. The director will keep fiscal control books in such condition that the exact balance in any and all accounts can be determined upon 1/2 day's notice.

Now check your performance against the key on page 11.

KEY TO QUESTIONS

I. A behavioral objective is a statement of an intended outcome of instruction in terms of what the learner will be able to do.

II. 1. Written from the doer's point of view.

2. Describe the observable behavior.

3. State the conditions.

4. Set the level of proficiency.

III. 1. No observable behavior, no conditions, and no level of proficiency.

2. Acceptable.

3. Acceptable.

4. No observable behavior and no conditions.

5. Teacher's point of view rather than the student's, and no level of proficiency.

6. Acceptable.

7. No level of proficiency.

8. Objective and behavior not compatible, learning to read a task analysis is no indication of being able to write one.

9. Acceptable.

IV. If you have mastered this test you may wish to go on to the self test on page 12 which will assess objectives 4 and 5 or turn to page 15 for instructional materials for objectives 4 and 5.

If you have not mastered this test return to the beginning of this material and try again, or you may wish to try reading the book by Robert Mager, *Preparing Instructional Objectives*.

SELF TEST 2

Directions: Place an X before the statement which is more nearly behavioral.

1. A. _____ The child will observe safety rules.

B. _____ The child will carry out a simple experiment which demonstrates that plants respond to light.

2. A. _____ The child will wash his hands before lunch.

B. _____ The child will be given a lecture on hygiene.

3. A. _____ The student will behave at story time.

B. _____ Given his choice from among five appropriate stories, the child will sit quietly and listen with apparent attentiveness to his choice.

4. A. _____ The center will be open to everyone.

B. _____ The center will not turn away a regularly enrolled child whose parents are unable to meet their usual sliding scale fee for one month.

5. A. _____ The student will learn his name.

B. _____ Shown the names of all children in his group written in capital, block letters the child will point to his own name.

6. A. _____ The aide will report attendance each day at 10:30 without being reminded.

B. _____ The aide will face up to her responsibilities.

7. A. _____ The director will know the formula for calculating the sliding scale fee.

B. _____ The director will write the formula for calculating the sliding scale fee.

8. A. _____ The child will walk in rhythm to music played slow, medium, and fast.

B. _____ The child will develop an awareness and appreciation for good music.

9. A. _____ The child will observe safety rules when using a hammer to drive a nail.

B. _____ The child will look around to be sure the noone will be struck when he swings his hammer to drive a nail.

[redacted]

10. A. _____ The teacher-aide will develop loyalty to the center.

    B. _____ Given an area of philosophical disagreement, the aide will discuss it with the staff at an open meeting.

11. A. _____ The children will learn good posture.

    B. _____ The child will demonstrate healthful bodily positions for sitting, standing, and walking.

12. A. _____ The child will look both ways, then having ascertained that the street is free of cars, he will walk (not run) across the intersection.

    B. _____ The student will observe pedestrian safety rules.

13. A. _____ The child will give a speech.

    B. _____ The child will participate in show and tell by presenting a picture of a pet and accurately relating its feeding and sleeping habits.

14. A. _____ The teacher will be able to call each child by his proper first name by the third day of operation.

    B. _____ The teacher will know the kids.

15. A. _____ The students will use good grammar.

    B. _____ In a dialogue situation, the child will respond to questions of personal preference without grammatical error.

Check Your Answers With the Key
Provided on Pages 14-15.

[redacted]

ANSWER SHEET FOR SELF TEST 2

Check your mastery to date by checking your answers against those that follow.

1. ___ A. No observable behavior or criterion.

   _X_ B.

2. _X_ A.

   ___ B. In terms of teacher but a child's goal.

3. ___ A. No observable behavior

   _X_ B.

4. ___ A. Unclear as to meaning or intent.

   _X_ B.

5. ___ A. Learn is not behavioral.

   _X_ B.

6. _X_ A.

   ___ B. "Face up" is not observable.

7. ___ A.

   _X_ B. Write is more behavioral than know.

8. _X_ A. Walking in rhythm is observable.

   ___ B.

9. ___ A.

   _X_ B. Look around is behavioral.

10. ___ A. This is not behavioral enough. How will she exhibit the loyalty?

    _X_ B.

11. ___ A. "Learn" is far too indefinite.

    _X_ B.

12. _X_ A. Obviously.

    ___ B.

13. ___ A.

X B. Yes, including criterion.

14. X A. It's getting easy!

___ B.

15. ___ A.

X B. Yes.

* * * * * * *

Assignment for Objectives 4 and 5:

Read scripts No. 1 Systematic Administration and No. 2 Objectives. Use the worksheets on this page and the page preceding script No. 2. When you have completed the scripts and worksheets, proceed to the self test.

WORKSHEET
for Script No. 1
Systematic Administration

1. A B

2. A B

3. A B

4. A B C

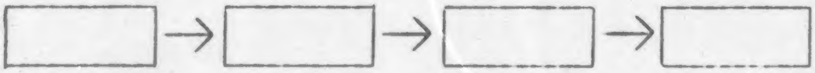
5. ____

6. A B

7. A B C

8. A B C

9.



SCRIPT NO. 1, SYSTEMATIC ADMINISTRATION

Of all of the possible views of administration the two extreme views are 1) the view of administration as pure art, and 2) the view of administration as pure science. *In the first case the administrator is regarded as an artist, in* the second, the administrator is regarded as a technician.

In the administrator-artist capacity, directing a program is thought of as an artistic endeavor in which the administrator performs for his teachers, his board, his parents or the children. Decisions are made artistically, too. The basic element in the decision is the administrators off the head (some say seat of the pants) intuition about how to respond to the situation. Unfortunately, intuitive decisions are difficult to remember let alone evaluate. And without evaluation it is virtually impossible to improve the quality of any decisions or any other administrative behavior.

In contrast, the administrator-technician believes that his behaviors can and should be held accountable. He believes that what he does in relation to his board, his parents, the children in the center and the community at large can and should be a controlled expression of a philosophy or point of view. His work can and should be subject to constant review in the hope of attaining constant improvement. The administrator-technician viewpoint where administration is concerned is empirically based, that is, it is changeable on the basis of data or other evidence. It also means that the administrator believes that he can, over time, identify those behaviors of his own which promote the greatest measure of efficiency and effectiveness of operation in his organization.

Whereas the possibility of improvement of administration in the administrator-artist conception, is limited, improvement is basic to the notion of administrator-technician.

[redacted]

In the extreme, both positions have problems for there are elements of 'truth' in both. Certainly, many of the things an administrator does borders on the innate and intuitive. There is some truth to the notion that administrators are born, not made.

Subtle things that administrators do and say can have an incredible impact on his various reference groups.

Even so, it is equally true that some of even the most artistic of administrators has facets of his way of doing things which could stand improvement. Even if one were to concede that the majority of administrator behaviors are best classified with the administrator-artist conception, the possibility of improving even a small portion of his or her performance offers tremendous possibilities. As a point of fact, in the business world a 5 to 10 percent fluctuation in the success ratio can mean enormous dividends for stockholders!

Thus, in child care, if we can improve the performance of the administrator by 5-10% each year, the spill-over impact that 5% can have in the lives of employees, families, children and community is enormous.

Accordingly, in the entire day care administrator training project we tend to favor the notion that the administrator must be personally skilled, in reality a child-care technician, to do what is best for all concerned. We believe that the administrator should spend time methodically improving the quality of his own efforts and those of his colleagues.

Suppose two directors were to claim competence and to make statements in their own defense. Which of the statements would you be likely to give credence to? Circle the letter of the best answer on your answer sheet next to one (1).

STATEMENT A: I am a good director. I get along very well with people.

STATEMENT B: Here is a list of the programs I have started in the past and operated successfully with letters of commendation from the persons with whom I was associated in those projects.

[redacted]

Of course you may have selected either answer. From our point of view the person who can offer evidence of his effectiveness in working with people is more persuasive than a person who claims that he is effective with people.

It is infinitely preferrable to use evidence of administrative effectiveness. It is too easy for administrators to believe that what they do is what they ought to do simply on the basis of the fact that they're doing it. And they may deceive themselves in all honesty through a psychological phenomenon called selective perception.

For this reason we prefer statement two.

This illustrates the chief focus of a four stage empirical approach to administrative decision-making which will be described in the remainder of the program.

Administration decisions in this approach are based upon what happens to those affected by the decision as a consequence of that decision. In other words how the decision affects things like the operation, morale, effectiveness and efficiency become more important than the administrator's intuitive judgment that he did the right thing.

The first step in decision making is to decide what the outcome of the decision should be. Said differently, if the decision is made this way, what will happen to colleagues, employees, parents, or children as a result of the decision. Most administrators talk about the impact of their decisions in terms which are much too ambiguous.

Here are two examples of objectives to be accomplished by the making of a decision. Which do you think will more readily permit the administrator to determine the effectiveness of his decision

---

Circle the letter of the objective you believe to be the best from a monitoring of effectiveness point of view on your answer sheet next to two.

A. The objective of this decision is to get this place humming again.

B. The objective of this decision is to elicit 100% teacher cooperation in maintaining the cummulative folders of all children and families to within a week of currency.

You should have selected 'B'. This objective is stated in terms of how someone is to behave as a consequence of the decision.

By number three on your answer sheet, circle the number of the objective which you believe gives the administrator the most guidance for following through on a decision.

A. I want to see the kids happy.

B. At least 90% of parents polled (10 each week) will argue that their child enjoys the center and looks forward to coming here each day.

Again you should have chosen B. It is quite clear exactly who is going to be the judge of happiness and what the criteria of happiness are.

Which, if any, of the following objectives describes an observable form of behavior useful for monitoring administrative decision making. Circle the correct letter or letters by number four on your answer sheet.

A. I want distributive leadership around here.

B. The aides will be able to relate not less than one decision each week which they feel they have had a voice in making.

C. All persons affected by a decision (aides, teachers, parents, children) will be involved (at least representationally) in making of that decision as attested to verbally.

You should have chosen 'B' and 'C'.

A particularly desirable advantage of specifying the objectives to be accomplished by the decision to be made is that we frequently gain insight into exactly which objectives ought to be accomplished. This is knowing exactly what to expect of a decision frequently changes the decision or its priority.

The first step then in the administrative decision making is to specify the objective of the decision in terms of observable results expected from the adequate implementation of that decision.

A second step with respect to administrative decision making is to pre-assess the status of the operation with respect to the desired outcome (of full implementation). Pre-assessment in the light of carefully spelled out objectives, may reveal that things are not nearly as bad as we first felt that they must have been.

In such a case we have the option of going after other objectives or raising our sights with respect to the decision to be made. On the other hand pre-assessment may reveal that things are really bad. This might cause the administrator to 'pull in his horns' and shoot for a more reasonable objective.

If you were an administrator who had specified 100% parent attendance for open-house and your pre-assessment showed you that no more than 50% of the parents had ever showed up before, what would you do? Write in an answer (briefly) near question five on your answer sheet.

You have several choices. You could lower your sights to 60%. You could put on a tremendous drive to get all parents turned out. Or you could come to believe that alternatives were desirable (perhaps home visitation by the teachers might be a more manageable way of achieving 100% contact).

Once the administrator has reviewed the objective of his decision by the pre-assessment process and modified it, as appropriate, he is ready for the third step in the empirically based process: he then selects appropriate implementation strategies to see that the objectives of the decision (now modified) will be reached.

When thinking about implementation strategies, administrators frequently focus on the question "What will I do?" rather than upon the behaviors that various others will have to exhibit in order for his decision to be fully implemented.

Attention to what the administrator is to do might lead the administrator to a number of behaviors which he thinks are relevant to the issue at hand. Focusing on the second question (what must others accomplish?) the administrators will find themselves focusing on activities which will HELP all relevant people to do what is necessary to accomplish specific outcomes required by the decision.

- -

Which of these two courses of action seem most defensible? Answer by number six .

A. "I, (the administrator) will kick this off with a rousing speech."

B. "If we can just help Jim to move out on those house calls, we'll have some action on our contact situation."

- -

Again 'B' seems the best choice. The director must now adapt his own behavior so as to encourage Jim's behavior. But whatever he, (the director) does (and he has lots of options) Jim had better be getting to his calling.

When the administrator operationalizes his decision in terms of what others must do, he sets himself up to use psychological principles to achieve success:

1. He can be sure Jim understands the objective. Understanding the objective facilitates its accomplishment.

2. He can reward Jim (praise, recognition) immediately when he starts out to get his visiting in.
3. You might even give Jim a chance to practice his visitation behavior by role-playing.

So if you want Jim to hold successful visits--you can provide him with the support required from his perspective to do that which you deem important to be done.

And in so doing, you can 1) give him a chance to practice required behavior in a safe setting and 2) learn a lot about what makes Jim 'tick' for future reference. And this is important.

Some administrators try to do everything themselves. This is, ultimately, impossible and is generally undesirable. Others can recognize talents that their associates have and use them. And finally the administrator who recognizes a weakness or an unused strength in another and helps that individual to recognize and overcome weaknesses or build upon latent strengths is multiplying the power of his organization to accomplish its objectives and goals.

Suppose an administrator has 1) decided what the outcomes of a decision should be, 2) expressed those outcomes in measurable terms, and 3) pre-assessed the situation in terms of those measured outcomes before deciding what way to shape his own behavior as a support mechanism what do you think the impact of his decision will be? Mark your answer next to question 7 on the answer sheet.

A. A total success.

B. A total failure.

C. You really can't tell.

You should have selected C. You can't tell, yet. You have to gather evidence, first.

If the administrator has gone through this process he will be able to assess the impact of his decision. The point is you cannot evaluate the effectiveness of anything by examining the preparation for it. Bobbie Burns is often quoted "the best laid plans of mice and men often go astray" in this context.

This brings us to the fourth step in the systematic decision making process--evaluation.

Evaluation is a scary word. People are afraid to 1) do evaluations and 2) be evaluated. It is a threatening concept because, like Jack Horner, each of us feels that we are good guys and we hate to call that into question or to have it called into question.

In the systematic decision-making process sponsored here, though, 'evaluation' loses some of its ferocity. What is evaluated is 1) the decision and 2) the mechanism (support mechanism) by which the decision is implemented.

The administrator evaluates the quality and quantity of behavior produced by the decision to determine whether or not the decision produced the expected results. In fact, the evaluation is not so much of the others associated with the decision as it is of the administrator, his decision, and his decision implementing strategies.

The method by which this evaluation is implemented is to minitor those observable behaviors expected from the decision which were prescribed in step two of the systematic decision making model. That is why it is so critical to specify those intended outcomes of the decision in observable terms. It also supports the importance of pre-assessing the level of performance prior to implementation. Such a pre-assessment provides the administrator with a 'benchmark' or point of departure for making subsequent comparisons.

If the behavior that should have resulted from the decision and its implementation do not exist, two kinds of options are open to the administrator:

1. Change the decision.
2. Change the implementation strategy.

If the decision is too important to be changed or modified the only option available is a change in the implementation strategy.

Each time an administrator makes a decision in a systematic framework, he is generating data about which kinds of implementation strategies work with which kinds of decisions and which kinds of people. He can learn from this data. He can learn how to be a better (more effective) administrator.

If the behavioral goal of the decision is obtained in a systematic decision model the administrator can attempt to accomplish more next time. Or he can reduce the cost of the implementation strategy to see if he can get the same results at less cost. Or he can feel comfortable about that area of responsibility and focus more intensely upon some others where he is attaining less success.

The magnitude of change in a decision should be based upon the magnitude of the impact of that decision on the relevant others involved including the children, parents, staff, and the administrator himself.

- -

What is the most reasonable interpretation for the following data with respect to the decision. Answer next to number 8.

SITUATION: 100% of the behaviors were accomplished by the implementation strategy.

A. Raise the goal.
B. Keep the goal.
C. You can't tell.

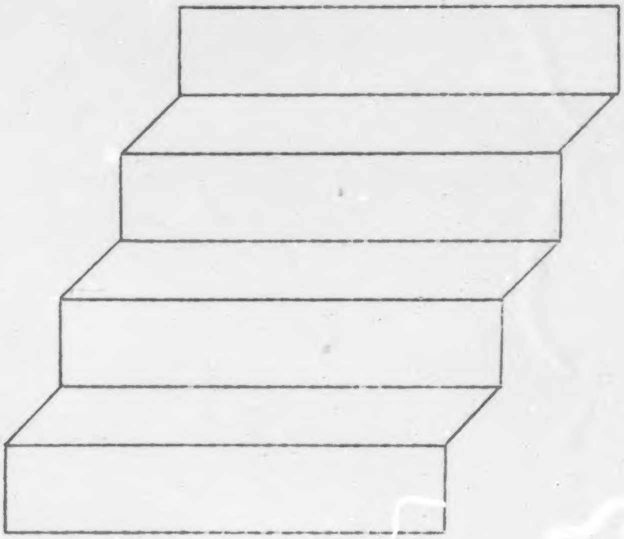
- -

Again, you can't tell. It depends upon the nature of the decision, its impact upon the lives of others, and its cost. These factors aren't given here. What you do know, though, is that the decision accomplished what it set out to accomplish--and that can only be bad if it were a bad decision.

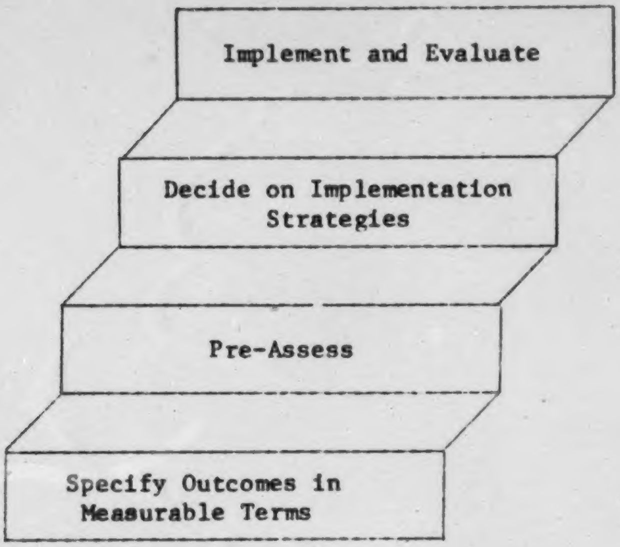
We now have specified the four steps in a systematic decision making model.

1. Specifying outcomes of the decision in precise, measurable terms.
2. Pre-assessment of the status of the phenomenon. On the basis of this, it is possible to modify the behaviors.
3. Generating implementation strategies which focus on others with the administrator facilitating their work.
4. Evaluating the impact of the decision in terms of the behaviors prescribed in step one.

For practice, see if you can fill in the steps in this empirical model. Answer next to number 9 on your answer sheet.



Here is the model.


Implement and Evaluate
Decide on Implementation Strategies
Pre-Assess
Specify Outcomes in Measurable Terms

If an administrator were to implement such a decision-making model, he could, over time, systematically improve his own function. He could also learn a good deal about himself and the impact he is having on other people.

The results of these discoveries should result in improved decisions for the good of all, children, parents, staff, the board, and of course, the administrator. And when improved decisions are added to administrative artistry the value of both is compounded.

WORKSHEET
for Script No. 2
Objectives

1. YES NO
2. YES NO
3. YES NO
4. A B
5. A B C D
6. A B C D
7. A B
8. A B
9. A B
10. A B
11. A B
12. YES NO

Modified Objective (one) ______________________________

____

____

Modified Objective (two) ______________________________

____

____

Modified Objective (three) ____________________________

____

____

SCRIPT NO. 2, OBJECTIVES

As was indicated in the beginning of this unit, child care centers exist for many reasons (child-care, corporate profit, personal income, societal care and prevention) and within each of these reasons there are sub-reasons for existence. When we think about the children in our centers, we can all pretty much agree that we hope, somehow, that the child care experience will help the child to become an alternative seeking individual, a person with a good self concept, an effective citizen, an adequate parent for his children (ultimately) a wise user of leisure time--and the like. These things are a credo to which most of us generally subscribe.

Most day care administrators realize that such basic overriding constructs (they aren't specific enough to be goals) usually are stated in terms so broad that they defy interpretation by the parents, the board, or the other center employees. And if these "goals" and "objectives" are really to be implemented there must be a much more precise meaning attached to them. Said differently, when the goals and objectives of child care centers are left at the construct stage, they are not particularly useful from a program point of view.

Child care workers have consistently worried about the objectives of their center--hence the objective and meaning of their work. Yet the kinds of objectives which they generally endorse are so broad and ambiguous that they do not allow for general agreement on the meaning of those objectives.

This program is an attempt to help day care administrators learn how to write goal and objective statements so that they will contribute to better programming in child care centers. You will learn 1) how to identify properly stated objectives, and 2) how to write such objectives. You will also be given a number of reasons for stating objectives (and goals) in the form recommended.

During the program, you will be asked to make responses on the answer sheet provided in the workbook. Be sure to write your answers on your answer sheet before you read the "correct" answer.

Here are some goal and objective statements that could exist for child care centers.

1. To overcome deficiencies in the home.

Now try to decide what kind of program would be built to achieve this objective. Do you think many people viewing the objective would be likely to agree with your interpretation of it? Answer yes or no by circling the appropriate word on your answer sheet next to number one.

The answer should be "no" for the answer is broad and permits a variety of interpretations.

Now examine this objective:

2. To help the child develop socially.

What kind of a program would be developed to achieve this objective? How could you tell when the objective had been achieved?

Do you think most people would agree on the meaning of this objective? Circle your answer next to number 2 on your answer sheet.

Again, the answer should be no. Because the objective is now focused in on social development, it is still extremely vague. Does it imply discipline? Does it imply self-discipline? Does it mean that kids will get along with each other? Does it mean they will get along with available adults?

Objectives such as these are not much help in programming planning. Suppose for example, the child care center staff wanted to know if it were successful in achieving this objective. What sort of evidence would they collect to indicate that the objective had been achieved?

The same question can be asked of the following objectives. How can one tell if they've been successfully achieved?

1. To train children to be good.
2. To bring the child up right.
3. To give him opportunities he might otherwise miss.

Do you think most child care workers would agree on the kinds of evidence that would be acceptable as evidence of the achievement of these goals?

Answer on your sheet along side number 3.

Again the answer is no. There could and should be great disagreement about ways of measuring attainment of these objectives. Unless objectives unambiguously communicate what it is to be accomplished, they are of little programmatic value. In fact one might think of a continuum of objectives in which they become less ambiguous.

But why are ambiguous objectives of so little value from a program point of view. Don't they have any worth? Perhaps they do. Undoubtedly they have public relations value in communicating the general aims of the child care center to the general public. But in the program, broad general objectives are next to worthless because programs cannot be developed from them.

Objectives should allow the child care worker to know where he is going. They should help him to formulate plans for himself and his students. But if an objective is so vaguely stated that a number of interpretations are possible, how is the worker to know which interpretation to hold himself and his efforts accountable for.

Yet for no good reason vague objectives are popular with too many child care workers.

For instance, many child care objectives deal with concepts, topics, generalizations to be dealt with at the center--'science', 'socialization', 'maturity', 'safety' all come readily to mind.

Of course the expectation on the part of the teacher is not just to 'deal with' these topics. She really hopes that the child will acquire some information, skill, or attitude which will somehow enable him to be a "better" person. Objectives such as these then, really miss the point of the child care program.

Other objectives may be stated in terms of what the child care worker is to do without mentioning its expectated impact. The teacher will 'teach', 'lead', 'inspire'.

Unfortunately, she can do all of these things without anyone else in the room. Such objectives fail to provide anyone with any explicit guidance with respect to the way the program should effect the program beneficiaries.

What then, is a good objective from a program point of view? How should goals and objectives be stated so as to facilitate planning and subsequent evaluation?

Good objectives must be stated in terms of outcome behaviors. Yes, good program objectives describe exactly what the situation will be after the program is finished. The more specifically the outcome behavior can be defined, the better. For when the day care workers goal is to change the observable behavior of the service recipient or recipients, a way of assessing the achievement of the objective is provided; namely, to observe whether the behavior change has occurred.

But what kind of behavior? How should be describe the way a recipient will behave after a program? Is this a satisfactory description?

The child will understand safety rules.

[redacted]

When you say that the child will "understand" precisely what do you mean? For instance think about the kind of evidence you could use to demonstrate that this next objective had been achieved.

The child will understand about the seasons.

Or this one.

The parents will really understand their child.

Most people would agree, basically, on what the word "understand" means. But if you ask them to be more specific, to give you an example of a way in which the parents can show that they really understand their child, you will find as many notions of behavior as there are people to suggest them. And which ones do your program take credit or responsibility for?

Some people might think the child understands about the seasons when he can name them.

Some persons might feel that a parent knows his child when they see the parent spank the child--or conversely when they see the parent hug the child.

It is clear that terms such as understand, know, gain insight and the like allow considerable latitude with respect to their interpretation. And even though such words refer to the recipient of the service (child, parent, etc.) one still does not know what they mean unless he further specifies an exact behavior which can be used to signify "understanding", "knowledge", or "insight".

- -

In the next frame pick the two letters which are placed by words which indicate an observable behavior. Circle those letters on your answer sheet for question 5.

A. Construct

B. Feel

C. Comprehend

D. Roll

- -

Answers A and D are the correct answers. Constructing and rolling are observable. Feeling and comprehending are not--at least not directly.

In the next frame select the two behavioral phrases and place your answer alongside of six on your answer sheet.

A. Thinking

B. Repairing

C. Answering

D. Appreciating

B and C are the correct answers. Repairing and answering are behavioral while thinking and appreciating are not at all specific.

In the next slide is objective A or B more clear? Circle the correct answer by number seven.

A. The child will think about the puzzle.

B. The child will put the puzzle together.

Obviously 'B' is more behavioral than is A. 'B' is the correct answer.

If he got the puzzle together you could assume he knew how to do it. If he merely 'thought' about it, there's no way you could be sure.

Which of these objectives is the more specific? Answer next to number eight on your answer sheet.

A. The child will know his place.

B. The child will place his belongings in his cubby-hole without being reminded.

'B' is the correct answer. Knowing his place is subject to a variety of interpretations including biased ones.

In the next three frames, circle the more correctly worded objective by circling the correct letter on your answer sheet. For this frame answer next to number 9.

A. The parents will attend 90% of the parent meetings.

B. The parents will show an interest in their child.

The correct answer is A.

For this frame place your answer next to number 10.

A. The cook will serve balanced meals.

B. The cook will know about nutrition.

Obviously serving is a much more specific, observable word than is knowing. It is a simple matter of fact that many of us know better than we do. A is correct.

Answer the next question after number eleven on your answer sheet. Which objective is more behaviorally stated, A or B?

A. The nurse will keep the children in good health.

B. The nurse will maintain weekly height and weight records on all children.

The correct answer is B. It is quite clear what is expected of the nurse in 'B'. In 'A' the nurse is free to 'do her thing' which may result in behaviors or patterns different from those you had in mind.

You have had several opportunities to identify more behavioral over less behavioral statements. Here is a more difficult task, the writing of such objectives. Is the next objective stated behaviorally? Answer next to question 12 on your answer sheet.

The child will know his name.

[redacted]

Of course not. For while the objective is limited, there are several observable ways a child could "know" his name; for example, he could say it, write it, spell it, pick it out on a chart, find it in a list and so on.

Now on your answer sheet write out an improved objective, one which is more clearly behavioral.

While it is impossible to ascertain what you wrote--you might have incorporated any of the suggestions given above.

Look at your objective. Does it have an observable student behavior? If the child can be observed doing it or if the product of his behavior is observable, then the objective is acceptable.

You might have written, the student will write his name correctly in block print. Or the student will point to his name on a list of names. Or the student will say "That's my name," when it is written on paper by the aide.

There are many other possibilities each being slightly more or less complex than the others. If your modified objective was similar to these, your objective is behavioral.

Look at this next objective. It is definitely non-behavioral. Change it on your answer sheet (# 2) so that it is behavioral.

The child will learn where his name is.

To judge whether your objective is behavioral first be sure that it contains an observable child act or an observable product of a child's act. If so, it is behavioral. The following changes would be acceptable.

1. The child will recite his address and telephone number on request.
2. The child will point to his house as he nears it on the school bus and indicate that it is his house.

3. The child will guide the aide to his house by hand (on a walking tour).

If your answer is similar to these, it can be considered a behavioral/ measurable objective.

Here is another broader, non-behavioral objective.

The parents will show an interest in their child.

Change in on your answer sheet (# 3) so that it is behavioral.

You could have done many things with this objective as well. The number of changes which might be made is limited only by your imagination.

You might have said deliver and pick up their child, attend parent conferences, visit the class regularly, discuss the child with the teacher.

At this point you should be able to recognize behavioral hence measurable objectives and further be able to change a non-behavioral objective into a measurable (behavioral) one.

Why should these skills be of any benefit to you? In other words, what are the particular benefits of writing behavioral (measurable) objectives? Here are a few of the advantages of behaviorally stated objectives.

1. Measurable objectives help you select appropriate evaluation procedures.
2. They help you determine appropriate programmatic activities.
3. Measurable objectives are so specific that everyone involved can monitor the relative extent of their attainment.

You can also call on a colleague to help you

A. improve your objectives,
B. improve your activities, and
C. improve your evaluation strategies.

Specificity allows all of us to communicate about what it is we're doing and why. Often, when we behavioralize our non-specific and often gaudy goals, we find that what we were really doing is either

1. unrelated to what we wanted to do, or
2. not worth its price.

The precision of behavioral goals permits the administrator and everyone else concerned to improve upon such ambiguous goals.

SELF TEST
Script No. 2, Objectives

For each of the following objectives:

a. underline the portion, if any, which describes the student behavior;

b. double underline the portion, if any, which describes the conditions under which the behavior is to occur; and

c. squiggle under the portion, if any, which describes a minimum level of acceptable performance.

EXAMPLE: Given a list of behavioral objectives and a list of testing items, the student will be able to check, with 90% accuracy, those items which measure achievement of the objective.

1. Given an outline puzzle of the United States the student will, in a period of no more than 30 minutes, be able to put in at least 45 of the states without the aid of references.
2. Given a list of 20 objectives the director will be able to check with 90% accuracy, those which are stated in behavioral terms.
3. The student will follow the rise of working mothers from the end of World War II to 1960.
4. From memory, the teacher will be able to recite, with no more than five mistakes, one of the following three directives of the center's board of directors. 1. on discipline, 2. on religion, 3. on center care
5. Given a list of 20 consonant sounds, the student will be able to match with no more than 2 mistakes, the sound with its correct letter.
6. The child will desire to learn more about unusual fish.
7. Given a set of behavioral profiles, the teacher will prepare for parent conferences with one helpful suggestion for each parent.

8. Without the aid of references, the student will be able to correctly point to 8 out of 10 shapes imbedded in previously unseen objects which contain those shapes.
9. When short stories are read aloud by the teacher the child will be able to answer any question dealing with the story beginning with who, where, or when.
10. The student will be able to walk to all the following locations of a given center: bathroom, lunchroom, playground, library.

To check your mastery of this part of the self test check your answers with those immediately below.

* * * * * * *

Answer Sheet for Self Test
for
Script No. 2, Objectives

1. Given an outline puzzle of the United States the student will in a period of no more than 30 minues, be able to put in at least 45 of the states without the aid of references.
2. Given a list of 20 objectives the director will be able to check with 90% accuracy, those which are stated in behavioral terms.
3. The student will follow the rise of working mothers from the end of World War II to 1960. (IT DOESN'T MEET THE CRITERIA.)
4. From memory, the teacher will be able to recite, with no more than five mistakes, one of the following three directives of the center's board of directors. 1. on discipline, 2. on religion, 3. on center care.
5. Given a list of 20 consonant sounds, the student will be able to match, with no more than 2 mistakes, the sound with its correct letter.

[redacted]

6. The child will desire to learn more about unusual fish.

7. Given a set of behavioral profiles, the teacher will prepare for parent conferences with one helpful suggestion for each parent.

8. Without the aid of references, the student will be able to correctly point to 8 out of 10 shapes imbedded in previously unseen objects which contained those shapes.

9. When short stories are read aloud by the teacher the child will be able to answer any question dealing with the story beginning with who, where, or when.

10. The student will be able to walk to all of the following locations of a given center: bathroom, lunchroom, playground, library.

If you have mastered this material go on to the next page.

If not, go back to the presentation on writing objectives or script no. 2 again.

OBJECTIVES

6. Given an objective which is not stated in behavioral form, the student will be able to rewrite the objective in behavioral terms.

7. Given a behavioral objective, the student will be able to write a testing item appropriate to measuring achievement of the objective.

8. Given a testing item, the student will be able to write the objective being tested by the item.

If you feel you can already master these objectives go directly to the self test at the end of script no. 3. If not, continue with the assignment below.

* * * * * * *

Assignment for Objectives 6, 7, 8

Read Script No. 3, Evaluation. Use the work sheet on this page with this set. When you have completed it, proceed to the self test.

* * * * * * *

WORKSHEET
for Script No. 3
Evaluation

1. ____

____

2. ____

____

3. ____

____

4. A B C

5. A B

6. A B

7. A B

8. ____

____ [redacted]

SCRIPT NO. 3, EVALUATION

Adequate and continuous evaluation is critical to the operation and improvement of function in child care centers. Unfortunately everyone talks about evaluation, but when they yse the word "evaluation" what they mean by it may not mean what anyone else means by it.

When one talks about evaluation in child care settings he most likely is talking about keeping track of the input into the center: light, heat, color, materials, background of the teacher--and from a state point of view--bathrooms, safety exits, furnace wraps and railings.

When evaluation is thought of in terms of children, it is generally focused around problems that a child has for which the teacher believes he should be evaluated. Students who do pretty much what the teacher wants and expects them to do are 'evaluated' by the teacher in terms of positive reinforcement passed on to the parents.

But evaluation should extend far beyond the listing of inputs and the seeking of data about disturbing students. Clearly the entire function of the child care center should come under the gaze of evaluative efforts and practices. And the purpose of this should be to improve function so as to bettering objectives and goals, or said differently, to provide better service to our client group.

In order to determine what improvements are necessary in our center, it is imperative to find out how we are doing right now. Are our teachers doing a good job of teaching? Are our cooks doing a good job in the nutritional program? Am I as a director functioning in an adequate manner?

Several ways of evaluating programs may occur to you:

1. You could ask other directors to observe your work and give you their opinions. Of course you are very likely to get two markedly different

[redacted]

opinions from any two people.

2. Or, you could ask the children or the parents to judge the quality of program. In this case, the ratings produced by children and parents' views of the program are quite likely to be influenced by their own personal likes and dislikes more than by the objective qualities of the program.

There is one way to evaluate programs and practices which is not dependent upon professional whimsey or personal opinion. This is to evaluate projects and programs on the basis of the performance of the client group for whom the program was originated. Programs have no reason to exist if not to bring about changes in or for someone, somewhere. And it is on the accomplishment of these promised changes that programs should be evaluated. Why not, then, use such changes (most typically in client behavior) as the criterion for judging the effectiveness of a given program?

In accomplishing evaluation on the basis of program impact, the administrator will need to move through a five stage sequence of activities.

1. The first step is the specification of program goals and objectives in behavioral terms.
2. The second step is to construct a device to measure achievement of these goals.
3. The third step is pre-assessment to determine exactly what the situation is.
4. In the fourth step, the administrator implements his program.
5. Finally, in step five, the administrator collects evidence of program impact and interprets its meaning.

As has been repeatedly stressed, in the absence of measurable goals and objectives, there is little hope for monitoring functions and introducing reasoned and reasonable changes. If objectives are stated in terms of program outcomes, that is in terms of client behavior, the identification of instruments to measure such change is not a particularly difficult task.

For example if an objective reads: "children will be able to dress and undress themselves, correctly, without assistance, subsequent to arrival and prior to departure," then it is quite clear that evaluation of one aspect of the program will hinge around this personal care skill.

Look at the next objective. Decide what kind of evaluation instrument would be indicated. Answer by number one on your answer sheet.
Children will learn to develop skills for daily living including returning things to their proper place, washing before eating and after bath, and expression of feelings in words rather than gestures.

The goal is very specific, and there are many ways it can be assessed. One would need only do a frequency count of behaviors indicated at sampled time intervals to monitor progress toward goal achievement.

How would you measure the attainment of the following objective? Briefly note your answer next to the number two in your answer sheet.
The four year old should be able to cross a 12' balance beam (4" wide) without falling off.

This is obviously a performance objective. It would be of little use to ask the student about doing it. What is needed here is for the student to have an opportunity to actually try doing it and his success or failure recorded.

Other examples of performance objectives might include:

1. balancing the family diet for a week.
2. employing recommended oral hygiene practices.
3. crossing safely at unguarded intersections.

- -

Here is another objective. Write the kind of evaluation procedure you think would be appropriate next to number three on your answer sheet.

Children will behave like good citizens.

- -

You can see that because the objective is more general there are many more things that you might do to develop a success index for the program designed to achieve this objective.

After deciding on objectives and stating them explicitly, the administrator's next step is to develop devices for measuring those objectives. And at the outset it should be clearly understood that testing children, parents or staff is only one way of arriving at information about program function.

- -

For example which of these might be used to assess the change impact of a program? Circle the appropriate letters or letter next to 4 on your answer sheet.

A. attendance records

B. expressions of pleasure

C. equipment use data

- -

You should have circled all three. Each of these might be an index of program impact.

Aside from the fact that the evaluation should be appropriate to the particular objectives to be measured, certain other problems may arise in instrument construction.

For example the instrument developed should reflect behaviors which have been the subject of practice in a program. It is silly to train to swim 100 yards and then compete in a 26 mile marathon against persons who have trained for that distance. Failure to win at 26 miles would merely mean that one didn't have the chance to show what he could do in a race for which he was prepared.

Sometimes instruments get in the way of the evaluation process. For example, if we give parents a form to fill out the form should be such that parents can use it. It would be a shame to terminate a worthwhile program on the basis of parent data which was a function of a bad form.

Another important consideration in evaluation is the collection of more than one piece of evidence about the same phenomenon. Next to question 5 on the answer sheet, indicate your choice of answer A or B.

Would it be better to observe a teacher for A) one 100 minute time span, or
B) 10 ten minute time intervals?

In most cases B is the better answer because the teacher would be more likely to exhibit representative behavior over ten observations than is likely under one, long, stressful observation.

In general, then, how would you recommend that an evaluation be structured. Answer next to 6 on your answer sheet.

A. One intensive period of evaluation.
B. Several shorter, but systematic, periods of evaluation.

In general B is preferrable unless the issue is performance under the stress of a long trying situation.

It is important to realize that the selection of appropriate measurement devices is somewhat arbitrary and depends upon the personal preferences of the individuals involved. In order to obtain an adequate measure of your program's impact, you should choose measures which are as definsible as possible. In general, it is a good idea to choose more than one measure. If more than one measure gives you the same result, you can begin to develop confidence that the behavior has changed.

Once you have good objectives and some good devices for measuring program outcomes, you will need to know the status of the behavior in question at this moment. Hence you will want to pre-assess.

Pre-assessment means that you will find out how much of the desired behavior already exists prior to the program. It is of course, meaningless to credit the program with such pre-existing behaviors.

Pre-assessment, if carefully done, might also reveal that program clients did not possess certain attributes you presumed them to have. In this case, you might want to modify your program to account for the deficiencies.

Most importantly, pre-assessment allows you to make definitive pre-program behavior statements. If a behavior did not exist prior to the program and existed after the program, you will feel relatively comfortable about the program.

And like post-assessment, pre-assessment must be predicated upon a very careful statement of objectives. In fact the pre-assessment and post-assessment may be identical particularly where performance is at issue.

In certain instances, pre-assessment may not be a sensible procedure. If you know that the client group has never had experience with a phenomenon, the pre-assessment would be an exercise in futility.

In other instances unobtrusive evidence may be used in a pre-assessment. An unused but attractive toy or game might mean that children do not know how to use it. The failure of parents to contact their child's teacher might suggest that they either aren't exactly sure of how to do it or are afraid to do so.

Following pre-assessment the administrator will cause to have implemented the program or project.

Subsequent to the project, or as a function of the project, data will be generated which will speak to the efficacy of that project.

The last step in evaluation is the interpretation of that data.

It is important to remember that, from an administrative point of view, evaluative data speak more to the issue of staff and program performance than they do to client weakness or strength. If the client (child, parent) is unable to exhibit the expected behaviors, our concern should be more directly focused on the program to determine why not than on the client.

Poor results on a program evaluation should be taken to mean that the program failed the client group instead of vice versa. If the objectives were reasonable and worthwhile this means we must attempt to revise the program rather than to attempt to revise the client group.

It's easy to blame the client for lack of interest or ability when a project fails. It is more difficult to blame the project for failing to interest or to meet the intellectual level of the client, but it should be done.

If pre-assessment were done, it should also be impossible to claim that the program was "too hard" for the clients. That should have been ground into the planning at the time of the pre-assessment.

Suppose that you initiated a program which flopped. Suppose further that your pre-assessment data indicated adequate client readiness. Finally suppose that data pointing to a flop came from three separate, reasonable sources. How should you interpret these results. Next to number seven on the answer sheet, circle the letter of the best answer.

A. The clients were inept.
B. The program needs revision.

Of course you would choose alternative B. No one likes to think that everything he does isn't good. It is unpleasant to think something you've done has failed. In this case it is also realistic.

In this way, client performance can be used to monitor program effectiveness and to suggest needed changes.

- -

What if on the other hand, the results of the program are excellent. How can you be sure it was your program that made the difference?

Write your answer by number 8 on the answer sheet.

- -

The best way is to look at pre-assessment results. If the client was unable to do it before and can now--and if he further attributes his new-found skill to your efforts, you can feel good about the program.

With such good results, you might just relax, of course, and do the program again. Or you might want to try to accomplish a little more. In this way you will be using lcient performance data to upgrade and improve your own efforts.

Remember, again, that the statement of measurable objectives is the critical first step in the evaluation process. And the evaluation process is a critical ingredient in all efforts at self improvement.

SELF TEST
for
Objectives 6, 7, and 8

I. Rewrite each objective in its proper form.

Remember to be in proper form, an objective must contain these four parts:

A. It is stated in terms of the doer a client.

B. It states observable behavior of the client which can be measured.

C. It specifies the conditions under which the behavior will occur.

D. It specifies a minimum level of acceptable performance.

1. The five year old shall demonstrate knowledge of addition facts by writing the sum of one-digit numbers.

2. The student will know the Pledge of Allegiance.

3. The student will understand how to make change for all amounts of money under $1.00.

4. The student will point to his home state on a map with 100% accuracy.

5. Given a list of groceries the cook with know what kind of food each is.

[redacted]

6. The parent will grasp the significance of the co-op idea.

7. The teacher will demonstrate how to tie a shoe.

8. Given the ability to make small clay figures, the child will demonstrate this knowledge with a lot of accuracy.

9. The teacher will jump over a high jump bar with room to spare.

10. Given the titles of five stories, the child will choose one and tell three correct things about it.

Present this to the class leader or to a colleague for feedback.

[redacted]

IX. INTERPRETATION

Part A
Goals/Objectives

Application
Section 3

Day Care Administrator Training Project
Office of Child Development Number OCD-CB-333

University of Wisconsin Extension
Center for Extension Programs in Education

by

Robert E. Clasen, Associate Professor
Extension Education

January, 1973

In the knowledge and comprehension sections of this sequence emphasis was placed upon the care needed to specify goals and objectives carefully--behaviorally.

Reasons advanced for so doing were that behavioral (measurable) objectives facilitate program planning, communication, and budget making. In addition they make it possible to evaluate program effectiveness.

Goals were defined as relatively broad statements of intent--capable of generating a number of objectives. Objectives were defined as specific, measurable outcome statements:

1. Expressed in terms of the client,
2. Expressed in behavioral (in terms of an observable behavior) terms,
3. Expressing a minimum level of acceptable performance of that behavior (a criterion level), and
4. Expressing important conditions surrounding the performance of that behavior.

In short, an objective should express

who,

will do what,

under what circumstances, and

to what extent.

In this unit, these ideas will be applied to the writing of goals and objectives for a child care center.

What are the areas of programming to which a child-care center could address itself? Your answer: 1.

2.

3.

4.

5.

1. Child-care, 2. Parent help, 3. Families, 4. Community, 5. Business and you may have thought of several more.

Let's look at child-care. Can the idea of giving children care be expressed in terms of the children? TRY IT.

Your answer:

Read your sentence again. Is it stated in terms of what the center will do or what the children will do? Center ☐ Children ☐

If center, change it to a "children" statement. If children--go on.

Here are some possible statements you could have made.

1. Children who attend the center for a year will develop at age appropriate rates for social, emotional, intellectual, and physical growth (or any one of those taken one at a time).
2. Children will be able to pass their entire time period at the center (each day) without crying.
3. Children will say, upon request of the parent, that they enjoy being at the center, like the teacher, and have at least one peer they consider a friend.

There are an infinite number of other possibilities depending upon your beliefs and background.

The point here is that the goal of the center should be stated in terms of the client rather than in terms of the center.

The goal (objectives) should also be stated in terms of some observable behavior of the client or client group. Note that in the examples given earlier

[redacted]

observable behaviors such as

1. develop (there are developmental norms),
2. pass the time (easily observable),
3. say (all one needs to do is listen).

Here are a list of words. Cross out those which are not indices of an observable behavior.

Know
Demonstrate
Build
Understand

Say
Tell
Point
Appreciate

Think
Return
Smile
Feel

Answer

~~Know~~
Demonstrate
Build
~~Understand~~

Say
Tell
Point
~~Appreciate~~

~~Think~~
Return
Smile
~~Feel~~

Good. Thirdly, notice that each of the examples given on page 2 contains a minimum level of acceptable performance (a criterion level) built in:

1. develop (at age appropriate rates)
2. pass (the entire time of their stay)
3. say (enjoy being, like teacher, like child)

Suppose your center was concerned with the verbal communication of children. Add a criterion level to the objective begun for you:

The child will speak ______________________________________

[redacted]

You might have written anything, but here are some examples: only in complete sentences, when spoken to, so as to be understood by an adult other than his parent or teacher.

Each of these is concerned with a different aspect of verbal communication. Again, your final decision as to exactly what to state will depend upon who you are and what you are trying to accomplish.

And finally, note that each of the examples presented on page 2 contained a listing of the important conditions under which the observable behavior was to occur:

1. attending the center for a year,
2. entire time, each day,
3. upon request of the parent.

You might not agree with any of the behaviors, criterion levels, or conditions stated. That is not at issue here. The point was to demonstrate that the idea of writing measurable objectives is applicable to the process of goal and objective setting for a child care center.

So far concern has been focused on child-care goals. In the following section you will find some goal (objective) statements for some of the other functions of a child-care center:

1. Underline the client.
2. Circle ○ the observable behavior.
3. Parenthesize ( ) the criterion.
4. Bracket [ ] the important conditions.

1. Parents will demonstrate support of the center's activities by reading to their children from a list of prescribed books at least 10 minutes each day.

2. Families will engage in one non-eating family activity in which all members participate at least once each week.
3. The community will provide at least one-tenth of the budgeted operating costs of the center through volunteer efforts.
4. The corporate board members will vote themselves a 10% return on their investment in the center each year.

1. Clients include	1) parents
	2) families
	3) communities
	4) corporate board.
2. Observable behaviors include	1) will demonstrate support
	2) will engage in
	3) will provide
	4) will vote themselves.
3. Criterion levels	1) at least ten minutes each day
	2) once each week
	3) one-tenth of the budgeted operating costs
	4) 10% each year
4. Important conditions	1) from a prescribed list of books
	2) all members, non-eating
	3) through volunteer efforts
	4) on their investment

[redacted]

If you haven't checked your work, please do so now before going on. The ability to apply the idea of writing measurable goal and objective statements is crucial to the entire interpretive function.

Back again? Good. In the next segment, analysis, you are going to be given some actual goal and objective statements from existing child-care centers to analyze.

Subsequently, you will be asked to write some measurable goal/objective statements for your own center or for one you would conceivably be willing to administer.

IX. INTERPRETATION

Part A
Goals/Objectives

Analysis/Synthesis/Evaluation
Sections 4/5/6

Day Care Administrator Training Project
Office of Child Development Number OCD-CB-333

University of Wisconsin Extension
Center for Extension Programs in Education

by

Robert E. Clasen, Associate Professor
Extension Education

January, 1973

In this unit, you will be given an opportunity to look at some examples of goal and objective statements generated for child-care programs. First you will meet some with which you are familiar. Later you will be given a more difficult task.

To analyze goals and objectives you must be concerned with two aspects:

1. Content
2. Format

CONTENT

With respect to content several questions need to be asked:

1. Comprehensiveness: Is everything covered? Are all of the goals here?
2. Integrity: Is this really what the center is about?
3. Feasibility: Given the conditions of the time, talent, energy, and money available, can these goals and objectives actually be met?

If the test of comprehensiveness is not applied to goal and objective statements the administrator will soon find areas in which there are budget problems, communication difficulties, and in which evaluation is impossible.

If the test of integrity is not applied, then the center will appear to be one thing to staff, parents, and children and be quite another in actual operation. Another aspect of integrity is the acknowledgment of all goals. If money-making is a goal, it should be announced as a goal. Money will certainly be at issue in most decisions--if it is the prime concern in decisions, it should be so-articulated.

The test of feasibility is a check on rationality. It might look good to say one is going to accomplish amazing things. But these words have a hollow ring when that accomplishment doesn't exist.

[redacted]

Comprehensiveness, integrity, and feasibility are issues that should be addressed in the analysis of the substance of any set of goals and objectives.

The way in which these tests can be applied is to ask questions about the goal and objectvve statement:

1. Is everything covered?
2. Is this really what the center is about?
3. Can we conceivably accomplish this?

The best way to do this questioning is in a group setting. When two or three persons simultaneously, and in good faith, address the issues of

comprehensiveness ,

integrity ,

feasibility

it is highly unlikely that total self-deception can or will occur.

FORMAT

Once the administrator has satisfied himself with the quality of his goals from a content point of view, they should be examined in terms of format.

Goals and objectives for child-care centers should be written in behavioral or measurable terms. This means that each statement will have four recognizable parts:

1. The performer (the client).
2. The observable behavior to be performed.
3. The important conditions surrounding the performance of that behavior.
4. A level of minimum acceptable performance of that behavior.

In other words, goals and objectives should be written in terms of

Who?

Will do what?

To what extent?

Under what circumstances?

Here are the goal and objective statements you met in the last unit:

1. Underline the words identifying the client.
2. Double underline the words identifying the observable behavior.
3. [Bracket] the important conditions.
4. Place a squiggly line under the criterion level.

1. Children who attend the center for a year will develop at age appropriate rates for social, emotional, intellectual, and physical growth.
2. Children will pass their entire time period at the center (each day) without crying.
3. Children will say, upon request of the parent, that they enjoy being at the center, like the teacher, and have at least one peer they consider a friend.
4. Parents will demonstrate support of the center's activities by reading to their children from a list of prescribed books at least 10 minutes each day.
5. Families will engage in one non-eating family activity in which all members participate at least once each week.
6. The community will provide at least one-tenth of the budgeted operating costs of the center through volunteer efforts.
7. The corporate board members will vote themselves a 10% return on their investment in the center each year.

STOP

[redacted]

If you haven't tried this exercise, go back and do so now. It's going to get messy from here on in.

O.K.?

O.K. Now check your answers with the key provided.

Key to the analysis
of format question.

1. Children [who attend the center for one year] will develop at age-appropriate rates for social, emotion, intellectual, and physical growth.
2. Children will pass their entire time period [at the center each day] without crying.
3. Children will say, [upon request of the parent] that A. they enjoy being at the center, B. they like their teacher, and C. they have at least one "friend" in the group.
4. Parents will demonstrate support of the center's activities [by reading to their children from a list of prescribed books] at least ten minutes each day.
5. Families will engage in one [non-eating family activity] in which all members participate at least once each week.
6. The community will provide at least one-tenth of the budgeted operating costs of the center [through volunteer efforts.]
7. The board will vote [themselves] a 10% return [on their investment in the center] each year.

Now that you have analyzed the statements from the viewpoint of format, read each one again.

Do you think they are comprehensive? Yes ☐ No ☐

- -

No, neither do I. Just about all clients are mentioned, but if these were all of the objectives of the center, I would worry. I'd like a specific nutrition objective, for example.

Do you think they have integrity? Yes ☐ No ☐

- -

I really can't tell because they are artificial. I would have to know the context to pass judgment on their integrity.

Do you think they are feasible? Yes ☐ No ☐

- -

I guess the most difficult one to obtain would be the 10% return on the investment. This would be especially so in the light of the other objectives.

Here is a goals and objectives statement from an operating child-care center.

"The purpose of this Day Care Center is to provide a service for children, families, and the community.

"In serving the children it is our goal to provide a service of supplemental parental care for the child who needs to be outside of his own home for a considerable period of the day. Some of the goals are to provide the child's needs for physical care, protection from hazards, freedom to develop his emerging physical and personality capacities, stimulation for further emotional and mental development, and consistent supervision and discipline. The child needs, most importantly, a loving atmosphere in which to flourish.

"The means of providing a service to the families are three-fold. The first is caring for the child; the second is in serving families who need some form of counseling services; and the third is in enabling the families to make a direct contribution to the wider community.

"The community can be served by the Day Care Center Staff and Board by sharing its expertise with other individuals and groups and by its commitment to help bring about the best care for all children."

Can this statement be used for program development? Yes ☐ No ☐

Only at a vague level.

Can this statement be used for evaluation of the program? Yes ☐ No ☐

I don't think so.

Can this statement be used for budget purposes? Yes ☐ No ☐

I doubt it.

Pick out one of the sentences in this statement. Write it here.

Now analyze it from the point of view of format.

DO IT

Finished? Did you find

who	Yes ☐	No ☐	?
will do what	Yes ☐	No ☐	?
under what conditions	Yes ☐	No ☐	?
to what extent	Yes ☐	No ☐	?

Do you think the goal statement as presented is comprehensive?

Yes ☐ No ☐

If yes, are you sure?

If no, write one topic not included here ____________________

It's hard to comment on integrity without a context.

Let's look at feasibility.

Is what this statement promises to do, as it stands, feasible?

Yes ☐ No ☐

I think it is. It's so non-specific that it should be very feasible--at some level.

Here is a second goal-objective statement from a child-care center.

"The philosophy focuses on providing comprehensive programs which will meet the broad spectrum of needs presented by the young rapidly developing child. These programs will emphasize the development of social competency, autonomy, self-control, emotional growth and cognitive learning. Further the programs are designed to promote the physical development of the children. The individual 'center' programs are planned to meet all developmental needs of the children and are periodically assessed to determine their adequacy. The specific policy statements are as follows:

1. To provide a full and half-day day care program for children from heterogeneous socio-economic and racial backgrounds.
2. To function on the premise that young children want to learn and to provide opportunities for learning to occur.
3. To provide an environment and experiences which will stimulate the child's intellectual, social, emotional, and physical development.
4. To increase the child's awareness of his environment and to develop skills which are essential for daily living within the community.
5. To insure that each child will develop a sense of worth and positive self-regard as a result of the dignity and worth accorded to him by staff members and all others involved in the functioning.
6. To invite parental involvement to the extent that the parents meet with the teacher at periodic intervals, and to encourage parental participation in center functions, in organizations, in administration and in programming.

7. To insure that all 'center' programs are assessed at regular intervals."

Choose one statement and analyze it according to format.

Do it, please.
Learning requires
expenditure of effort.

Now look at this statement in terms of

FIRST: Comprehensiveness
SECOND: Integrity
THIRD: Feasibility

You might want to find a
colleague with whom to do this.

Synthesis

You have now had several experiences with reading, analyzing, and writing objectives and goals.

Assignment

Write a comprehensive goal and objectives statement for the child-care center you now administer or for one you would be willing to administer.

Evaluation

1. Analyze your own goal and objective statement from the viewpoint of
    1. Format
    2. Content
2. Show your statement to a colleague for feedback.
3. Revise as you see necessary.
4. Submit your statement to the group leader for feedback.